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ABSTRACT

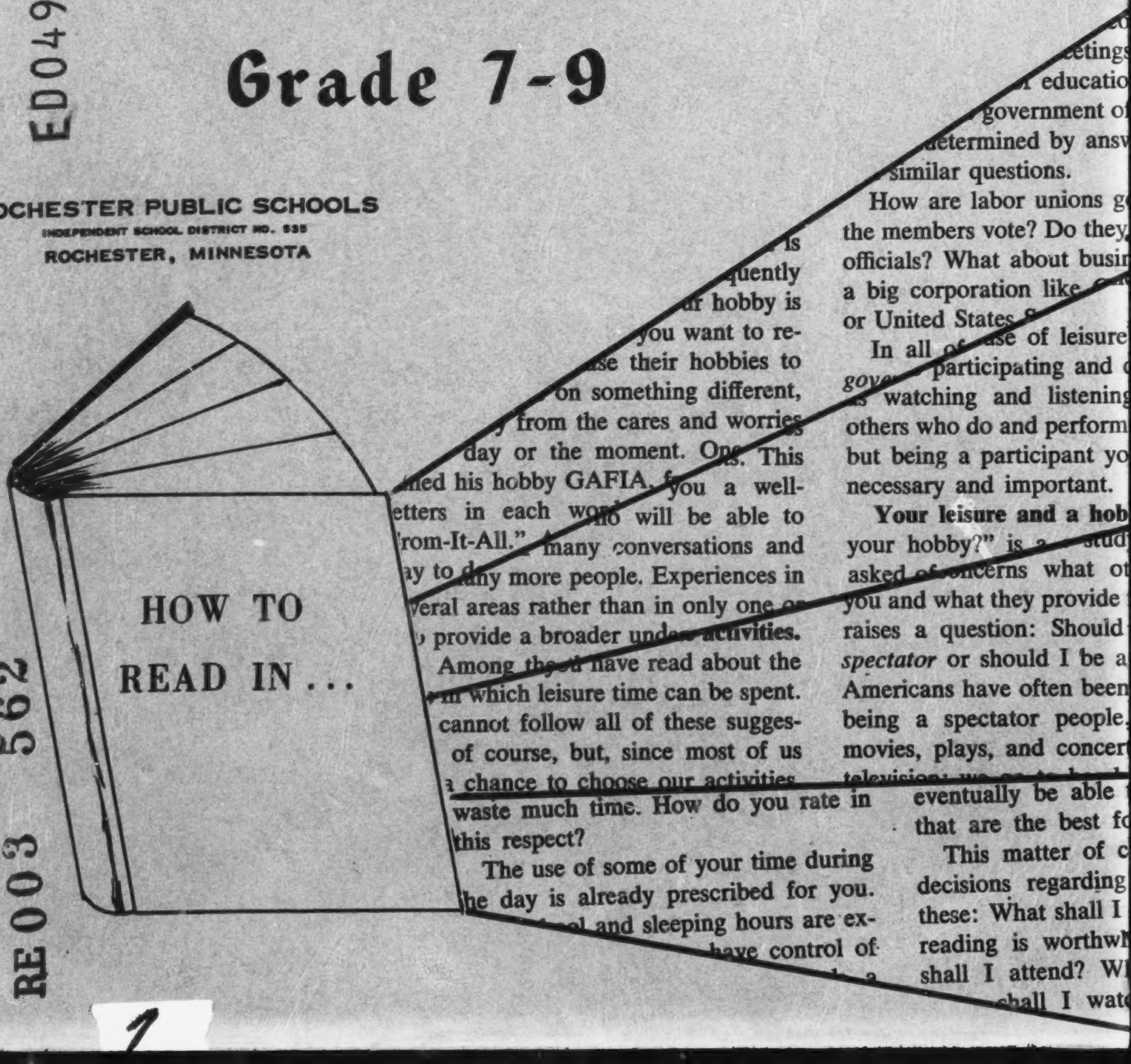
A reading program for junior-high-school students is outlined in this curriculum guide, which shows how multiple materials and approaches may be utilized to teach reading in the various curriculum areas. The program is recommended for use in the first semester of the seventh grade, the second semester of eighth grade, and as an elective in either semester of grade 9. Remedial reading students who receive small-group instruction are not included in the seventh- and eighth-grade programs. Seventh- and eighth-grade reading classes meet 55 minutes daily for a semester. Suggested time allotments are common skills, 6 weeks; social studies, 3 weeks; science, 3 weeks; literature, 4 weeks; and mathematics, 1 week. In the guide, each of the above five sections is divided into the skill areas of vocabulary, basic thought relationships (comprehension), mechanics, locating and using materials, and study skills and is further subdivided within skill areas. The guide provides the general tract for most students and alternate activities and materials for those students either deficient or proficient in reading skills. The ninth-grade program stresses individual achievement and self-motivation. A bibliography of materials and a ninth-grade student self-analysis form are included. (DH)

ED049899

DEVELOPMENTAL READING

Grade 7-9

ROCHESTER PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 535
ROCHESTER, MINNESOTA



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ENTAL
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9

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quently
ur hobby is
you want to re-
se their hobbies to
on something different,
n the cares and worries
he moment. One. This
GAFIA, fo you a well-
who will be able to
any conversations and
people. Experiences in
her than in only one or
roader under activities.
ou have read about the
isure time can be spent.
ow all of these sugges-
but, since most of us
o choose our activities
ch time. How do you rate in
ct?
e of some of your time during
s already prescribed for you.
ol and sleeping hours are ex-
have control of

your
make the
council? What
eetings? What part
education play? The
government of your school
determined by answers to these
similar questions.

How are labor unions governed? Do
the members vote? Do they choose the
officials? What about business nts. A
a big corporation like thousands
or United States S

In all of use of leisure time should
gove participating and doing as well
as watching and listening. To watch
others who do and perform well is good,
but being a participant yourself is also
necessary and important.

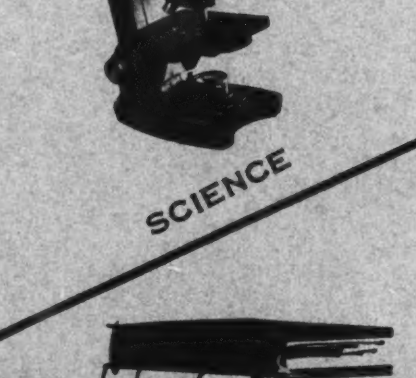
Your leisure and a hobby. " of
your hobby?" is a studying in this
asked concerns what others do for
you and what they provide for you. This
raises a question: Should I just be a
spectator or should I be a *participant?*
Americans have often been criticized as
being a spectator people. We attend
movies, plays, and concerts; we watch
television

eventually be able to choose the
that are the best for you.

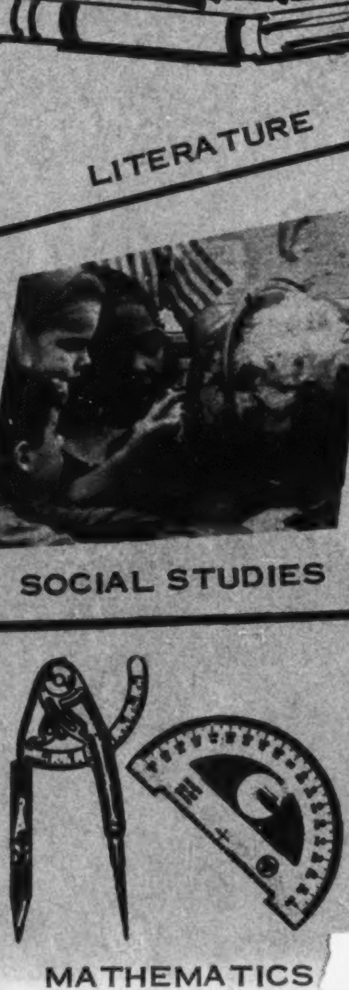
This matter of choice also in
decisions regarding such questic
these: What shall I read? What k
reading is worthwhile? Which
shall I attend? Which televisio
shall I watch? Be select
ks, magazines

SCIENCE

LITERATURE



SOCIAL STUDIES



MATHEMATICS

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ED049899

DEVELOPMENTAL READING

Grades 7 - 9

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Rochester Public Schools
Rochester, Minnesota
1969

Dr. Jennings Johnson, Principal
Central Junior High School

Dr. George Snyder, Principal
Frank B. Kellogg Junior High School

Dr. Fred M. King, Director of Instruction

MESSAGE TO TEACHERS

This reading guide for junior high school has been developed as a part of the total Rochester Public Schools K-12 reading program. In it you will find an outline of skills to be taught as well as suggestions for modifying and enriching the program, depending upon the needs of your students.

You can receive help in the use of this guide from the reading consultant or from your department chairman. Don't hesitate to visit with them about any of your concerns related to the reading program.

We are indebted to Margaret Sloan, our Reading Consultant (K-12) and the following committee for their diligence in analyzing their program and trying to put down those parts that will provide you with significant help:

Jeannette Greeley
Roberta Newer
Helen Klein
Marjorie Parker

Fred M. King
Director of Instruction

BETTER SCHOOLS
S.C
GOALS
PHILOSOPHY

PHILOSOPHY:

"It is the philosophy of the Rochester Public Schools to set up learning experiences and situations that will enable the student to develop his whole being to the maximum of his ability."

GOALS:

The attainment of this ph
around these goals;

To stimulate a desire to
To help the child master
learning
To develop the ability t
others
To promote emotional stab
wholesome moral and sp
To learn his capabilitie
To develop and strengthe
and solve problems of
To contribute something w
To develop habits conduci
happy living
To develop worthy use of
To develop a sympathetic
an awareness of the pr
community, the nation,
To develop a civic respon
active member of socie
To develop an appreciatio
and conservation of re
To develop self-disciplin
To develop a consciousnes
and charm

Statement of ph
and goals accep
the Summer Wor

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iences
enable
is whole
his

GOALS:

The attainment of this philosophy centers around these goals;

- To stimulate a desire to learn
- To help the child master the basic skills of learning
- To develop the ability to work and play with others
- To promote emotional stability and strengthen wholesome moral and spiritual behavior
- To learn his capabilities and limitations
- To develop and strengthen his ability to meet and solve problems of life
- To contribute something worthwhile to society
- To develop habits conducive to healthful and happy living
- To develop worthy use of leisure time
- To develop a sympathetic understanding and an awareness of the problems of the community, the nation, and the world
- To develop a civic responsibility and be an active member of society
- To develop an appreciation for the wise use and conservation of resources
- To develop self-discipline
- To develop a consciousness of personal grace and charm

Statement of philosophy
and goals accepted by
the Summer Workshop

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INTRODUCTION TO THE GUIDE

PHILOSOPHY

Reading is a thought process through which the reader interprets the prin read, and reacts according to his experiences, his emotions, and his purposes key to learning that enriches, modifies, and contributes to the individual's t

Junior high school developmental reading provides for the continuing impr meet the needs of the maturing individual in various situations.

Since reading is basic to educational instruction, each student must be g realize his maximum potential through a systematic, sequential reading program must achieve independence in using reading skills and in developing self-motiv is able to use his reading abilities for the benefit of society and for his ow the ultimate success of the reading program.

PURPOSE OF THE GUIDE

This guide is designed for the use of teachers, principals, and consultan

1. Planning the year's program.
2. Adjusting the daily instruction to each student's needs.
3. Selecting suitable materials and teaching techniques.
4. Surveying the total junior high school program to insure a systematic of skills.

INTRODUCTION TO THE GUIDE

ıt process through which the reader interprets the printed page, evaluates what he has ng to his experiences, his emotions, and his purposes for reading. It is a valuable iches, modifies, and contributes to the individual's total development.

developmental reading provides for the continuing improvement of reading ability to turing individual in various situations.

sic to educational instruction, each student must be given every opportunity to ntial through a systematic, sequential reading program based on individual needs. He e in using reading skills and in developing self-motivation. The extent to which he ng abilities for the benefit of society and for his own self-gratification determines the reading program.

ned for the use of teachers, principals, and consultants when

r's program.

ily instruction to each student's needs.

le materials and teaching techniques.

tal junior high school program to insure a systematic and sequential progression

EXPLANATION OF THE PROGRAM

Junior high school students are enrolled in the developmental program for on
level. By enrolling seventh graders in reading classes during the first semester
fication of handicapped readers can be completed early in the junior high school
students are enrolled in reading during the second semester. (Remedial reading st
for in small-group instruction and accelerated mathematics and science students ar
seventh and eighth grade program.) Ninth grade reading, offered as an elective, m
semester.

The program at the junior high level, while providing for preliminary testin
reading skills, is designed primarily to extend the higher skills of comprehensio
In the seventh and eighth grade program the teacher determines the skills to be pr
ninth grade student is directed in self-identification of strengths and weaknesse

In each section, instruction must accommodate a range in ability from low av
guide, therefore, provides the general track for most students and alternate acti
those students either deficient or proficient in reading skills. Results of prel
may indicate regrouping as a student tests high in one or low in another.

A student receives a grade at the end of each quarter which recognizes his a
itiative as well as his achievement.

ORGANIZATION OF THE PROGRAM IN THE JUNIOR HIGH SCHOOL

Place in Total School Curriculum

All areas of the school curriculum depend upon reading skills. "Develo
used in this guide refers to the program directed by the developmental readi
with the teachers in other subject areas. Although a special period is devo
skills, the success of the developmental reading program is reflected in the
are applied in other curriculum areas.

The school library, a most valuable resource center, provides additiona
opportunity for students to locate, select, and organize information in rela

Information about a student's reading ability is valuable also to couns
teachers. They, in turn, can help the reading teachers by consulting with t
reading problems. This interaction and cooperation is vital to the overall
the student.

nrolled in the developmental program for one semester at each grade
n reading classes during the first semester, the testing and identi-
completed early in the junior high school experience. Eighth grade
g the second semester. (Remedial reading students who are provided
elerated mathematics and science students are not included in the
nth grade reading, offered as an elective, may be scheduled either

vel, while providing for preliminary testing and review of basic
to extend the higher skills of comprehension and critical thinking.
m the teacher determines the skills to be practiced, whereas the
f-identification of strengths and weaknesses.

accommodate a range in ability from low average to gifted. This
track for most students and alternate activities and materials for
ficient in reading skills. Results of preliminary testing in a skill
ests high in one or low in another.

end of each quarter which recognizes his attitude, effort, and in-

NIOR HIGH SCHOOL

riculum depend upon reading skills. "Developmental reading program" as
program directed by the developmental reading teachers in collaboration
ct areas. Although a special period is devoted to teaching reading
opmental reading program is reflected in the degree to which these skills
areas.

valuable resource center, provides additional reading material and offers
te, select, and organize information in relation to their objectives.

's reading ability is valuable also to counselors and subject matter
lp the reading teachers by consulting with them regarding a student's
ion and cooperation is vital to the overall growth and development of

Arrangement of Reading Skills Program

The outline of reading skills on which this guide is based recognizes th
of development upon entering the junior high school. The common skills
necessary to read in any material at the junior high level, while the ou
literature, mathematics, and technical materials provide opportunities f
skill area.

Use of the Guide

This guide shows how multiple materials and approaches may be utilized t
curriculum areas. It is essential that a teacher be creative in its use
learning experience will be enriched.

After choosing a skill and the means by which to accomplish it, the teac
pattern:

1. Establish the GOAL with the class.
2. Administer an exercise from SUGGESTED PRELIMINARY TESTING to dete
   class member.
3. Teach the skill to the class using one of the suggestions from G
4. Divide the class into two or three sections on the basis of the
   from the "Modified" (below grade level); "General" (average or a
   (above grade level) section for INDIVIDUALIZED practice.
5. Use the CULMINATING AND EXTENDING activities with the class to c
   to future applications.

Junior high reading teachers should become familiar with the entire Roch
A copy of the Elementary Reading Guide is available in each reading depa

Time Allotment

Seventh and eighth grade reading classes meet fifty-five minutes daily f
gested time allotments for the semester. (This allows about two weeks o
needed.)

Common skills	6 we
Social studies	3 we
Science	3 we
Literature	4 we

ram

ιich this guide is based recognizes that students are at various stages
ınior high school. The common skills outline represents those skills
ιt the junior high level, while the outlines in social studies, science,
ical materials provide opportunities for additional refinement in each

rials and approaches may be utilized to teach reading in the various
that a teacher be creative in its use in order that the student's total
ed.

ns by which to accomplish it, the teacher should follow somewhat this

e class.
n SUGGESTED PRELIMINARY TESTING to determine the proficiency of each

ss using one of the suggestions from GROUP ORIENTATION.
or three sections on the basis of the above testing. Select materials
grade level); "General" (average or at grade level); or "Enriched"
n for INDIVIDUALIZED practice.
TENDING activities with the class to check mastery and relate skill

d become familiar with the entire Rochester Reading Program (K-12).
uide is available in each reading department.

lasses meet fifty-five minutes daily for a semester. Following are sug-
ıester. (This allows about two weeks of unassigned time to be used as

skills	6 weeks
studies	3 weeks
e	3 weeks
ture	4 weeks

14

Mathematics and other technical materials	1 week
Unassigned	2 weeks

Use of Materials

To present skills in a more meaningful manner it is important to use s These are not taught for their factual content but are presented to reinfo applicable to that content material. The Rochester Junior High Reading Pr materials approach. Because of the variety of materials available, class for every classroom, but are drawn from a central location on a rotation b

The materials are chosen according to an individual student's strengt each student keeps a folder of his own work to show himself and his teache

Because of the complexity of skills and the limited number of copies portant that teachers exercise caution in making homework assignments. Cl THE BUILDING!

Classroom instruction should follow the recommended teaching methods unless there is a justifiable reason for departing from this plan. Not al listed will need to be used with each group. The teacher is expected to u to develop interesting and purposeful lessons based on identified needs.

ics and other
cal materials . . . . 1 week

ed . . . . 2 weeks

more meaningful manner it is important to use subject matter materials.
ir factual content but are presented to reinforce the reading skills
aterial. The Rochester Junior High Reading Program uses the multiple
of the variety of materials available, class size sets are not provided
drawn from a central location on a rotation basis.

n according to an individual student's strengths and weaknesses. Therefore,
of his own work to show himself and his teacher his progress.

ty of skills and the limited number of copies of materials, it is im-
se caution in making homework assignments. CLASS MATERIALS MUST NOT LEAVE

hould follow the recommended teaching methods and procedures in the guide
e reason for departing from this plan. Not all activities and suggestions
with each group. The teacher is expected to use his training and experience
urposeful lessons based on identified needs.

OUTLINE OF READING SKILLS

COMMON SKILLS

I. Vocabulary

- A. Word attack
    1. Basic sight vocabulary
    2. Context clues
    3. Phonetic clues
    4. Structural clues
    5. Dictionary helps

- B. Word meaning
    1. Basic meaning vocabulary
    2. Context clues
    3. Structural clues
    4. Dictionary and etymology, multiple meanings, shades of meanings, and connotations

II. Basic Thought Relationships: Comprehension

- A. Organization of the written material
    1. Main idea
    2. Related details
    3. Topic or key sentences
    4. Key words
    5. Main topics and subtopics (supporting details)
    6. Introductory paragraphs
    7. Summary paragraphs

- B. Organization of the ideas
    1. Within the sentence
    2. Within the paragraph
    3. Within the selection or chapter
        - a. Sequence
        - b. Comparison-contrast
        - c. Cause-effect
        - d. Classification

- C. Establishing a purpose for reading and adjusting rate

- D. Reaction to material read
    1. Interpretation
        - a. Using previous learnings to understand new material
        - b. Following directions

- 2. Evaluation (critical reading)
    - a. Drawing conclusions
    - b. Making inferences
    - c. Judging reliability at the source
    - d. Judging authority of the author
    - e. Separating relevant from irrelevant
    - f. Finding proof in the materials
- 3. Appreciation
    - a. Author's style (sarcasm, exaggeration, allusion, assumption)
    - b. Author's organization

III. Mechanics

- A. Silent reading
    - 1. Eliminating lip movements, whispering, and sub-vocalization
    - 2. Increasing eye span
    - 3. Decreasing fixation time
    - 4. Decreasing regressions
    - 5. Developing ability to read in phrase or thought units
    - 6. Adjusting rate to purpose
        - a. Skimming for ideas
        - b. Scanning for specific facts
        - c. Studying
        - d. Evaluating
        - e. Rereading

- B. Oral reading
    - 1. Enunciation
    - 2. Use of punctuation
    - 3. Tone, pitch, volume, and rate
    - 4. Overall interpretation of meaning

- C. Listening
    - 1. Qualities of a good listener
        - a. Attention
        - b. Courtesy
        - c. Thoughtfulness
        - d. Preparation
        - e. Patience
    - 2. Main types of listening
        - a. Purposeful
            - (1) Obtaining information on topic of interest
            - (2) Obtaining answer to a question

(3) Forming an opinion on a topic
(4) Following directions for doing something or going somewhere
b. Critical
(1) Evaluating authority of speaker
(2) Recognizing fact, opinion, or both
(3) Agreeing or disagreeing with reason
c. Appreciative
(1) Realizing values in what the speaker or play says
(2) Sensing the beauty of presentation

IV. Locating and Using Materials

A. In books
1. Title page
2. Copyright page
3. Preface
4. Table of contents
5. Contents (body)
a. Text
b. Aids
(1) Graphic
(2) Foot notes
6. Other parts
a. Appendix
b. Glossary
c. Bibliography
d. Index
e. Others

B. In pamphlets and periodicals

C. In general references
1. Encyclopedias
2. Atlases
3. Almanacs
4. Dictionaries
5. Biographical sources
6. Books of quotations

D. In libraries
1. Organization
a. Card catalogue
b. Periodical guides
c. Pamphlet file
2. Rules

COMMON SKILLS

V. Study Skills

- A. Motives
  - 1. Self-improvement
  - 2. Enjoyment of work
  - 3. More free time
  - 4. Better grades

- B. Budgeting day

- C. Physical setting
  - 1. Suitable place
    - a. Light
    - b. Freedom from distraction
  - 2. Definite time
  - 3. Materials collected for assignments

- D. Setting purposes

- E. Using information
  - 1. Note taking
    - a. Detecting clues to main facts or ideas
    - b. Marginal notes or underlining in own book
    - c. Briefing in outline form
    - d. Editing for future use
    - e. Reading to answer questions (specific purpose)
  - 2. Outlining
    - a. Reviewing ideas - SQ3R
    - b. Main and subordinate ideas
    - c. Form of outlining - sentence or topic
  - 3. Summarizing
  - 4. Reporting
  - 5. Remembering - recalling
    - a. Taking an interest in topic
    - b. Understanding subject matter
    - c. Recalling by wholes
    - d. Using several senses
    - e. Distributing study time
  - 6. Writing examinations
    - a. Preparation
    - b. Kinds of tests
      - (1) Essay
      - (2) Objective

- c. Procedure at test period
  - (1) Reading all items first
  - (2) Underlining important words in directions
  - (3) Budgeting time
  - (4) Rereading answers

SOCIAL STUDIES

I. Vocabulary

- A. Word attack - application of common skills

- B. Word meanings
  - 1. Context
  - 2. Word parts
    - a. Roots
    - b. Prefixes
    - c. Suffixes
  - 3. Specific terms
    - a. Abstract terms
    - b. Technical vocabulary
    - c. Connotation and denotation of words as related to social studies concepts
  - 4. Evolution of words (spelling and meaning)

II. Basic Thought Relationships: Comprehension

- A. Organization of written material
  - 1. See COMMON SKILLS
  - 2. Recognizing concentration of facts
  - 3. Observing author's organizational aids

- B. Organization of ideas
  - 1. Developing an understanding of the ways ideas are presented
  - 2. Adjusting reading techniques to suit author's patterns
  - 3. Understanding social relationships
  - 4. Understanding statement and support patterns
  - 5. Understanding cause and effect relationships
  - 6. Understanding comparison and contrast
  - 7. Understanding chronological or sequential order
  - 8. Understanding time-space relationships

C. Establishing a purpose for reading and adjusting rate
  1. SQ3R or a similar study plan
  2. Adjusting rate to purpose

D. Reaction to material read
  1. Interpretation
     a. Factual recall
     b. Conceptual - synthesizing details for generalization
     c. Extentional - using related matter from mass media
     d. Associational - relating previous experiences to new situations
     e. Visual identification in geographical and historical settings
  2. Evaluation and critical reading
     a. Separating relevant from irrelevant facts
     b. Distinguishing fact from opinion
     c. Wariness of author bias and prejudice
     d. Recognizing persuasion techniques - including propaganda
     e. Perspective in relation to chronology
  3. Appreciation
     a. Enjoying the method of presentation
     b. Developing selectivity in social studies reading
     c. Savoring the tone and style of historical writings

III. Mechanics

A. Silent
  1. Adjusting rate to purpose
  2. Rereading for needed details
  3. Scanning for information

B. Oral
  1. Reinforcing silent reading
  2. Verifying facts
  3. Sharing independent reading
  4. Group reading (choral, drama)

C. Listening
  1. For information from teacher and students
  2. To learn from audio aids
  3. For appreciation

IV. Locating and Using Materials

A. In books

SOCIAL STUDIES SKILLS

- 1. Parts of books
  - a. Glossary
  - b. Appendix
  - c. Bibliography
  - d. Index
- 2. Aids peculiar to social studies
  - a. Political cartoons
  - b. Time lines
  - c. Other visual aids (maps, charts, graphs, tables, diagrams)

B. In pamphlets and periodicals

C. In general references
- 1. Encyclopedias - general and historical
- 2. Biographical dictionaries
- 3. Almanacs
- 4. Atlases and gazetteers

D. In libraries - checking resource materials
- 1. Card catalog
- 2. Periodical guides
- 3. Pamphlet file

V. Study skills - refer to parallel section in COMMON SKILLS (stress outlining to prepare for eighth grade)

SCIENCE

I. Vocabulary

A. Word attack - application of common skills

B. Word meaning - specialized usage
- 1. Context
- 2. Word parts
  - a. Roots
  - b. Prefixes
  - c. Suffixes
- 3. Symbols, signs, and abbreviations

SCIENCE SKILLS

II. Basic Thought Relationships: Comprehension

- A. Structure of written material
  - 1. Selecting main ideas
    - a. Details
    - b. Phrases
    - c. Clauses
  - 2. Noting punctuation
  - 3. Interpreting formulas and equations
  - 4. Classification

- B. Organization of ideas
  - 1. Recognizing continuity
  - 2. Arranging in proper sequence
  - 3. Selectively chosen items
  - 4. Visualizing problem
  - 5. Structuring proof
  - 6. Awareness of inter-relationships

- C. Establishing purpose for reading selection
  - 1. SQ3R or a similar plan
  - 2. Adjusting rate to purpose

- D. Reaction to material read
  - 1. Interpretation
    - a. Factual recall
    - b. Inductive and deductive reasoning
    - c. Extension to related data
    - d. Relating previous knowledge to new situations
    - e. Visualizing possible results
  - 2. Evaluation and critical reading
    - a. Separating relevant from irrelevant facts
    - b. Distinguishing fact from theory
    - c. Distinguishing fact from opinion
    - d. Judging reliability of a source
    - e. Drawing inferences and conclusions
    - f. Determining cause and effect
    - g. Sensing time and space relationships
  - 3. Appreciation
    - a. Aesthetic
    - b. Relation to a person's life
    - c. Origins and history
    - d. Speculation toward the future

SCIENCE SKILLS

- III. Mechanics
  - A. Silent
    - 1. Adjusting rate to purpose
    - 2. Rereading for specific purposes
      - a. Detail
      - b. Sequence
      - c. Classification

  - B. Oral - see COMMON SKILLS

  - C. Listening
    - 1. For information from teacher and students
    - 2. To learn from audio aids
    - 3. For appreciation

- IV. Locating and Using Materials

  - A. In books
    - 1. Parts of books
      - a. Glossary
      - b. Appendix
      - c. Bibliography
      - d. Index
    - 2. Aids peculiar to science
      - a. Headings and subheadings
      - b. Visual aids
      - c. Chapter aids

  - B. In pamphlets and periodicals

  - C. In general references
    - 1. Encyclopedias - general and scientific
    - 2. Almanacs

  - D. In libraries
    - 1. Card catalog
    - 2. Periodical guides
    - 3. Pamphlet file

- V. Study Skills - refer to parallel section in COMMON SKILLS (stress outlining)

LITERATURE

I. Vocabulary

  A. Word attack

  B. Word meaning
    1. Context
    2. Etymology
    3. Descriptive language
      a. Idioms
      b. Informal English
      c. Dialect
      d. Literary allusions
      e. Figures of speech

II. Basic Thought Relationships: Comprehension

  A. Organization of written materials

  B. Organization of ideas
    1. Plot structure
      a. Point of view (notice the tense and person)
        (1) Audience
        (2) Author
        (3) Omniscient
      b. Conflict
      c. Comparison-contrast
      d. Sequence
      e. Cause and effect
      f. Time-spatial relationships
    2. Character study
    3. Social relationships

  C. Establishing a purpose for reading and adjusting rate

  D. Reaction to material read
    1. Interpreting at several levels
      a. Simple recall
      b. Associative
      c. Apperceptive - relating past experiences
      d. Integrative

LITERATURE SKILLS

2. Evaluating critically
   a. Selection
      (1) Detecting author bias
      (2) Reading controversial material
      (3) Finding author's purpose
      (4) Satisfying the reader's purpose
   b. Significance (through self-application)
3. Appreciation
   a. Aesthetic involvement
   b. Author's style, purpose, technique
   c. Discrimination in choice of books
   d. Appreciation of many kinds of books

III. Mechanics

A. Silent reading

B. Oral reading
   1. Develop competency in reading prose, poetry, and drama
   2. Develop effective reader - audience relationship

C. Listening

IV. Locating and using materials

A. In books
   1. Parts of books
      a. Table of contents
      b. Index of titles
      c. Index of authors
      d. Index of first lines

B. In pamphlets and periodicals

C. In general reference
   1. Dictionaries
   2. Anthologies
   3. Books of quotations
   4. Maps and atlases

D. In library
   1. Card catalog
   2. Reader's guides

V. Study skills - refer to parallel section in COMMON SKILLS

MATHEMATICS AND OTHER TECHNICAL MATERIALS

I. Vocabulary

   A. Word attack - application of common skills

   B. Word meaning - specialized usage
      1. Context
      2. Word parts
         a. Roots
         b. Prefixes
         c. Suffixes
      3. Symbols, signs, and abbreviations

II. Basic Thought Relationships: Comprehension

   A. Organization of written material
      1. Mathematical sentence
         a. Equations
         b. Formulas
         c. Inequations
         d. Others
      2. Problem analysis
         a. Structure of the question
         b. Main idea
            (1) Details
            (2) Phrases
            (3) Clauses
         c. Punctuation
      3. Problem attack

   B. Organization of ideas
      1. Continuity
      2. Proper sequence
      3. Selectively chosen items
      4. Visualizing problem
      5. Structuring proof

   C. Purpose for reading selection

   D. Reaction to material read
      1. Interpretation
         a. Determining significance of the question
         b. Separating extraneous and irrelevant facts

        c. Determining meaning of questions and complying
        d. Interpreting charts, graphs, tables, and diagrams
        e. Charting information for problem solution
    2. Evaluation and critical reading
        a. Comparison of quantities
        b. Time and space relationships
        c. Reasonable answers
    3. Appreciation
        a. Origins and history of subject
        b. Biographies of important people in area
        c. Application of area to current problems
        d. Recognition of rational basis for concepts and processes

E. Application by wider reading in the area

III. Mechanics

A. Silent
- 1. Adjusting rate to purpose
- 2. Rereading for needed details

B. Oral - to reinforce silent reading

C. Listening - for information given orally in demonstrations

IV. Locating and Using Materials

A. Books - for verification

B. Library
- 1. General references
- 2. Selected materials from periodicals
- 3. Manuals
- 4. Occupational books
- 5. Vocational pamphlets
- 6. Recreational reading
- 7. "Do it yourself" materials

V. Study Skills - refer to parallel section in COMMON SKILLS

ACTIVITIES
AND
MATERIALS

Grade 7 and 8

COMMON SKILLS

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General

I. Vocabulary
  A. Word-attack
    1. Basic sight vocabulary

Goal: To increase the stock of words recognized on sight (shou

SUGGESTED PRELIMINARY TESTING FOR VOCABULARY LEVEL:

Ask each student to pronounce five words as fast as possible.
Pollock Word List
Dolch 220 Basic Sight Vocabulary
Phonics We Use Book F, Helmkamp
Durrell Word Lists (Supplement)

GROUP ORIENTATION:

Ten words on chalkboard - ten-second exposure - student repro
Game: "Teakettle"
1. One student leaves the room.
2. Group chooses pair of homonyms.
3. Student returns and tries to guess the pair of homonyms substituting "teakettle" for homonym in sentence. Ex.: "teakettle". (pail) You look "teakettle" this morning.

INDIVIDUALIZED:

Modified	General
Dolch 220 Basic Sight Vocabulary Webster Word Wheels Flash-X Phonics We Use Book F, Helmkamp. Homonyms pp. 63, 64; homographs p. 119 Reader's Digest Skill Builders Level 4 Part 3 Key words to stories Building vocabulary pp. 10, 37, 63, 77, 118, 133	Basic Reading Skills for Junior High Use, Gray, pp. 7, 94 Reader's Digest Advanced Reading Skill Builders Book One pp. 22, 102, 116; Book Two p. 41 Reading With Purpose, Leavell. Sight vocabulary

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched

) increase the stock of words recognized on sight (should be taught in every lesson)

) PRELIMINARY TESTING FOR VOCABULARY LEVEL:

h student to pronounce five words as fast as possible.
k Word List
220 Basic Sight Vocabulary
s We Use Book F, Helmkamp
l Word Lists (Supplement)

IENTATION:

rds on chalkboard - ten-second exposure - student reproduces in writing
'Teakettle"
he student leaves the room.
roup chooses pair of homonyms.
tudent returns and tries to guess the pair of homonyms as group uses sentences
ubstituting "teakettle" for homonym in sentence. Ex.: I carried water in a
teakettle". (pail) You look "teakettle" this morning. (pale).

ALIZED:

Modified	General	Enriched
220 Basic Sight iary r Word Wheels X s We Use Book F, mp. Homonyms pp. 63, mographs p. 119 's Digest Skill rs Level 4 Part 3 rds to stories ng vocabulary , 37, 63, 77, 118,	Basic Reading Skills for Junior High Use, Gray, pp. 7, 94 Reader's Digest Advanced Reading Skill Builders Book One pp. 22, 102, 116; Book Two p..41 Reading With Purpose, Leavell. Sight vocabulary	Reader's Digest Educational Edition, "Think Through Analogies" (1967 issues easiest and best) Reading for Significance, Leavell. Sight vocabulary p. 51 Student encouraged to keep individual notebook of new words.

ACTIVITES AND MATERIALS - GRADE 8

Modified	General	Enriched

FURTHER TESTING:

Botel Reading Inventory - Silent and Listening
Stanford Vocabulary Tests
Reader's Digest Vocabulary Tests (enriched program)

GROUP ORIENTATION:

Ten words on chalkboard from a subject area (Be A Better Reader IV) - ten-second ex student reproduces in writing.
Spelling, pretest using 100 Spelling Demons - choose ten or twenty. After correcti list on board for posttest. Use several times during the semester. (See supplemen

INDIVIDUALIZED:

Hand made tachistoscope, Harris, p. 208 Basic Reading Skills for Junior High Use, Gray, sight vocabulary p. 7 (See also seventh grade.)	Advanced Skills in Reading 2 Gainsburg. Homographs pp. 63-65 Reader's Digest Advanced Reading Skill Builders Book Three, Sight vocabulary pp. 76, 83, 101, 114, 124, 133, 134, 160 Book Four, Sight vocabulary pp. 93, 94, 131, 143, 159, 160 Homographs p. 160 New Horizons 2, Brewton, pp. 64, 208	Reader's Digest E Edition, "It Pays crease Your Word (any issue) New Horizons 3, B pp. 70, 267, 268 Student encourage individual notebo words.

ACTIVITES AND MATERIALS - GRADE 8

General	Enriched

- Silent and Listening
s
ry Tests (enriched program)

from a subject area (Be A Better Reader IV) - ten-second exposure -
iting.
100 Spelling Demons - choose ten or twenty. After correction leave
st. Use several times during the semester. (See supplement.)

General	Enriched
Advanced Skills in Reading 2 Gainsburg. Homographs pp. 63-65 Reader's Digest Advanced Reading Skill Builders Book Three, Sight vocabulary pp. 76, 83, 101, 114, 124, 133, 134, 160 Book Four, Sight vocabulary pp. 93, 94, 131, 143, 159, 160 Homographs p. 160 New Horizons 2, Brewton, pp. 64, 208	Reader's Digest Educational Edition, "It Pays to Increase Your Word Power" (any issue) New Horizons 3, Brewton, pp. 70, 267, 268 Student encouraged to keep individual notebook of new words.

RESOURCES
NOTES & EVALUATIONS

Durrell, Improving Reading Instruction

Gleeson and Colvin, Words Most Often Misspelled and Mispronounced

Harris, How to Increase Reading Ability

Kottmeyer, Teacher's Guide for Remedial Reading

Miller, Word Book

Shefter, 6 Minutes A Day to Perfect Spelling

<table>
<tr><th rowspan="2">COMMON SKILLS</th><th colspan="2">ACTIVITIES AND MATERIALS - GRADE 7</th></tr>
<tr><th>Modified</th><th>General</th></tr>
<tr><td></td><td>Conquests in Reading, Kottmeyer, pp. 6, 11, 17, 23, 28</td><td></td></tr>
<tr><td></td><td colspan="2">CULMINATING AND EXTENDING:</td></tr>
<tr><td></td><td>Teacher check individual student.</td><td>Class discussion
Recheck graded vocabulary.</td></tr>
<tr><td>2. Context clues</td><td colspan="2">Goal: To improve the skill in using the rest of the sentence t

SUGGESTED PRELIMINARY TESTING:

Informal discussion to determine understanding of words which have different pronunciation, meaning, and derivation.

GROUP ORIENTATION:

Put five words on the board. Discuss how pronunciation chang word (homographs). Ex.: bass, refuse, lead, content, object, Divide class into four groups to find as many examples as pos Then share by discussion with the total group.

INDIVIDUALIZED:</td></tr>
<tr><td></td><td>Reading With Purpose, Leavell, pp. 81, 91
Phonics We Use Book F, Helmkamp, p. 119</td><td>Advanced Skills in Reading 1, Gainsburg, pp. 66-68
Reading With Purpose, Leavell, pp. 81, 91</td></tr>
</table>

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ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
ests in Reading, eyer, pp. 6, 11, , 28		
TING AND EXTENDING:		
er check individual nt.	Class discussion Recheck graded vocabulary.	Student keeps progress report on analogies. Teacher checks individual student.

o improve the skill in using the rest of the sentence to determine pronunciation.

ED PRELIMINARY TESTING:

nal discussion to determine understanding of words which are spelled alike but which
ifferent pronunciation, meaning, and derivation.

RIENTATION:

ive words on the board. Discuss how pronunciation changes with the use of the
(homographs). Ex.: bass, refuse, lead, content, object, wind.
class into four groups to find as many examples as possible in a limited time.
hare by discussion with the total group.

UALIZED:

Modified	General	Enriched
ng With Purpose, ll, pp. 81, 91 cs We Use Book F, amp, p. 119	Advanced Skills in Reading 1, Gainsburg, pp. 66-68 Reading With Purpose, Leavell, pp. 81, 91	Start a collection of homographs. Work in teams and share with the class.

ACTIVITES AND MATERIALS - GRADE 8

Modified	General	Enriched
	Reader's Digest Educational Edition, "Think Through Analogies" 1964 and 1965, 1965 and 1966 September 1964 and May 1966 - homographs	
CULMINATING AND EXTENDING:		
(similar to seventh grade)	Class discussion Posttest Retest with any form of Botel or Stanford vocabulary tests.	

SUGGESTED PRELIMINARY TESTING:

Refer to seventh grade.

GROUP ORIENTATION:

Put two sentences on the board as examples to point out different pronunciations o use changes them. Ex.: Mr. Smith conducts the orchestra. The conduct of the boys admired.

INDIVIDUALIZED:

Advanced Skills in Reading 1, Gainsburg, pp. 66-68	Advanced Skills in Reading 2, Gainsburg, pp. 64-66 Basic Reading Skills for Senior High Use, Monroe, pp. 40-49	Give ten-minute li write as many homo possible. Then sh lection with group Game: "Pair-off" - selects a pair of uses one in a sent may challenge anyo group to use the p in a sentence with time limit. If gu successful, he bec challenger.

ACTIVITES AND MATERIALS - GRADE 8

General	Enriched
Reader's Digest Educational Edition, "Think Through Analogies" 1964 and 1965, 1965 and 1966 September 1964 and May 1966 - homographs Class discussion Posttest Retest with any form of Botel or Stanford vocabulary tests.	

RESOURCES
NOTES & EVALUATIONS

Bammon, Reading Instruction in the Secondary Schools

McKee, The Teaching of Reading in the Elementary School

Strang, Making Better Readers, pp. 133-135

Strang, McCullough, and Traxler, The Improvement of Reading, p. 127

Smith, Reading Instruction for Today's Children, p. 183

:

ard as examples to point out different pronunciations of words as
Smith conducts the orchestra. The conduct of the boys was

	General	Enriched
l,	Advanced Skills in Reading 2, Gainsburg, pp. 64-66 Basic Reading Skills for Senior High Use, Monroe, pp. 40-49	Give ten-minute limit to write as many homographs as possible. Then share collection with group or class. Game: "Pair-off" - student selects a pair of words and uses one in a sentence. He may challenge anyone in his group to use the paired word in a sentence within a given time limit. If guesser is successful, he becomes the challenger.

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS | Modified | General

CULMINATING AND EXTENDING:

Continue to teach as opportunity arises.

3. Phonetic clues

Goal: To review and extend the student's ability to use consonants, to unlock increasingly difficult words.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Pronounce a list of words similar in sound and ask students to wr or ending) consonants. Follow same procedure for vowels. Vary a paired words: pen-pin, set-sit.

Phonics We Use Book F, Helmkamp
  Consonants, p. 1
  Vowels, p. 27
  Digraphs, p. 31
  Diphthongs, p. 83 (see also inside cover)

INDIVIDUALIZED:

Modified	General	
Phonics We Use Book F, Helmkamp. Blends, vowels, digraphs, diphthongs Conquests in Reading, Kottmeyer Reading With Purpose, Leavell, p. 1-18 Spelling Magic II, Kottmeyer, pp. 1-18	Be A Better Reader I and II, Smith. Consonants, vowels, blends. Basic Reading Skills for Junior High Use, Gray. Consonants, blends, vowels. Reading With Purpose, Leavell, p. 100	Us li Re Le

CULMINATING AND EXTENDING:

Pronounce an alternate list of words as suggested in the prelimi Record the names of students needing further help on particular check on written work.

4. Structural clues

Goal: To refine the student's use of word parts as a basis for wor

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ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched

ING AND EXTENDING:

ue to teach as opportunity arises.

review and extend the student's ability to use consonants, blends, and vowels unlock increasingly difficult words.

D PRELIMINARY TESTING AND GROUP ORIENTATION:

nce a list of words similar in sound and ask students to write beginning (or middle, ing) consonants. Follow same procedure for vowels. Vary activity by pronouncing words: pen-pin, set-sit.

s We Use Book F, Helmkamp
onants, p. 1
is, p. 27
aphs, p. 31
thongs, p. 83 (see also inside cover)

ALIZED:

s We Use Book F, mp. Blends, vowels, hs, diphthongs sts in Reading, yer g With Purpose, l, p. 1-18 ng Magic II, Kott- pp. 1-18	Be A Better Reader I and II, Smith. Consonants, vowels, blends. Basic Reading Skills for Junior High Use, Gray. Consonants, blends, vowels. Reading With Purpose, Leavell, p. 100	Use materials already listed. Reading for Significance, Leavell, p. 150

TING AND EXTENDING:

unce an alternate list of words as suggested in the preliminary testing activities. the names of students needing further help on particular word elements. Constant on written work.

refine the student's use of word parts as a basis for word attack

ACTIVITIES AND MATERIALS - GRADE 8

CULMINATING AND EXTENDING:

Follow up in other reading selections and periodically check for new pairs.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Refer to seventh grade.

INDIVIDUALIZED:

Modified	General	Enriched
New Horizons 1, Brewton. Teacher's Manual, pp. 102-106	New Horizons 2, Brewton. Teacher's Manual, pp. 107-108	Basic Reading Skil High School Use, M pp. 17-19, 50, 55-

CULMINATING AND EXTENDING:

Refer to seventh grade.

ACTIVITIES AND MATERIALS - GRADE 8

	General	Enriched	RESOURCES NOTES & EVALUATIONS
selections and periodically check for new pairs.			Betts, Foundations of Reading Instruction Durrell, Improving Reading Instruction Harris, How to Increase Reading Ability
NG AND GROUP ORIENTATION:			
	New Horizons 2, Brewton. Teacher's Manual, pp. 107-108	Basic Reading Skills for High School Use, Monroe, pp. 17-19, 50, 55-57	

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Visual approach - write several four- or five-syllable words on
syllables. (Recognize affixes including inflectional endings.)
Auditory approach - pronounce multisyllabic words. Ask student
syllables heard. Tap out syllables and/or consult dictionary.
cluding inflectional endings.)
Basic Reading Skills for Junior High School Use, Gray, p. 172 (

INDIVIDUALIZED:

Modified	General
Reader's Digest Skill Builders Level 4 Part 3. Prefixes and suffixes, pp. 88-89 Webster Word Wheels Spelling Magic II, Kottmeyer, pp. 26-33 Syllabication and accent, pp. 35, 44.	Be A Better Reader I, Smith. Rules, pp. 41, 55; prefixes and suffixes, p. 98. Reader's Digest Advanced Skill Builders Book Two, p. 47 Reading With Purpose, Leavell, p. 172 Advanced Skills in Reading 1, Gainsburg. Word parts, pp. 73 - 92

CULMINATING AND EXTENDING:

Pronounce several multisyllabic words. Have students write num

5. Dictionary helps

Goal: To refine the use of diacritical marking and phonetic spell
pronunciation.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Write several phonetically spelled words on the board. Have st
spelling on paper. Ex.: bēds (beads), kūbz (cubes).
Basic Reading Skills for Junior High Use, Gray, p. 173.
Reader's Digest Advanced Skill Builders Book Two, p. 39.

ACTIVITIES AND MATERIALS - GRADE 7

ED PRELIMINARY TESTING AND GROUP ORIENTATION:

l approach - write several four- or five-syllable words on the board to divide into bles. (Recognize affixes including inflectional endings.)
ory approach - pronounce multisyllabic words. Ask students to write number of bles heard. Tap out syllables and/or consult dictionary. (Recognize affixes inng inflectional endings.)
Reading Skills for Junior High School Use, Gray, p. 172 (Survey Test II:A-F)

UALIZED:

Modified	General	Enriched
r's Digest Skill ers Level 4 Part Prefixes and suf- , pp. 88-89 er Word Wheels ing Magic II, eyer, pp. 26-33 bication and t, pp. 35, 44	Be A Better Reader I, Smith. Rules, pp. 41, 55; prefixes and suffixes, p. 98 Reader's Digest Advanced Skill Builders Book Two, p. 47 Reading With Purpose, Leavell, p. 172 Advanced Skills in Reading 1, Gainsburg. Word parts, pp. 73 - 92	Be A Better Reader II, Smith. Syllables, pp. 40, 41, 54, 55, 59; prefixes, suffixes, roots, p. 58; accents, p. 70

TING AND EXTENDING:

nce several multisyllabic words. Have students write number of syllables heard.

o refine the use of diacritical marking and phonetic spelling in determining ronunciation.

ED PRELIMINARY TESTING AND GROUP ORIENTATION:

several phonetically spelled words on the board. Have students write correct ing on paper. Ex.: bēds (beads), kūbz (cubes).
Reading Skills for Junior High Use, Gray, p. 173.
r's Digest Advanced Skill Builders Book Two, p. 39.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriche

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Ask a student to write a word of more than three syllables on the board and challeng classmate to divide it into syllables within a time limit.
Basic Reading Skills for High School Use, Monroe, p. 174 (Survey Test II:A-F)

INDIVIDUALIZED:

Modified	General	Enriche
(Refer to seventh grade.)	Advanced Skills in Reading 2, Gainsburg. Word parts in Chapter 4. Be A Better Reader III, Smith. Accents, pp. 58, 59, 74, 75.	Basic Reading Ski High School Use, Syllables and acc pp. 84-92, 148-14 Dictionary, p. 11

CULMINATING AND EXTENDING:

Put some structurally consistent words on the board. Have students divide by rule (or oral). Ex.: summer, meter, cable, beckon, perform, singing

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SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Ask student volunteers to write phonetic spelling of given word on the board. Ex.:
police (polēs'), steam (stēm), cook (ko͝ok), stickler (stik'lar)
Basic Reading Skills for High School Use, Monroe, p. 175

ACTIVITIES AND MATERIALS - GRADE 8

RESOURCES
NOTES & EVALUATIONS

General	Enriched

; AND GROUP ORIENTATION:

ord of more than three syllables on the board and challenge a
o syllables within a time limit.
igh School Use, Monroe, p. 174 (Survey Test II:A-F)

General	Enriched
Advanced Skills in Reading 2, Gainsburg. Word parts in Chapter 4. Be A Better Reader III, Smith. Accents, pp. 58, 59, 74, 75.	Basic Reading Skills for High School Use, Monroe. Syllables and accents, pp. 84-92, 148-149 Dictionary, p. 119

istent words on the board. Have students divide by rule (written
ter, cable, beckon, perform, singing

G AND GROUP ORIENTATION:

write phonetic spelling of given word on the board. Ex.: owl (oul),
ĕm), cook (ko͝ok), stickler (stik'lar)
igh School Use, Monroe, p. 175

Smith,
Reading Instruction
for Today's Children

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ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General

INDIVIDUALIZED:

Modified	General
Phonics We Use Book F, Helmkamp, pp. 43, 45, 72, 107 Spelling Magic 2, Kottmeyer, pp. 46-56	Basic Reading Skills for Junior High Use, Gray, pp. 39, 41, 42 Be A Better Reader I, Smith, p. 38 Advanced Skills in Reading 1, Gainsburg, pp. 249-254

CULMINATING AND EXTENDING:

Ask students to write phonetic spellings as teacher pronoun
has (hăz), knee (nē), write (rīt), ocean (ō'shən), giant (j
wrinkle (rĭnk'l), (rĭnk'əl)

B. Word Meaning
1. Basic meaning vocabulary

Goal: To build a larger, meaningful sight vocabulary.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Botel Word Opposites Test
Stanford Vocabulary Tests

INDIVIDUALIZED:

Modified	General
Phonics We Use Book F, Helmkamp. Synonyms p. 56, antonyms p. 60, meanings p. 96 Conquests in Reading, Kottmeyer, pp. 105, 111, 116, 119, 122, 125	Basic Reading Skills for Junior High Use, Gray, pp. 9, 7 Advanced Skills in Reading 1, Gainsburg, p. 231 Be A Better Reader I, Smith, pp. 111, 112

CULMINATING AND EXTENDING:

Game: Unseat Me, Please! (Synonyms, antonyms, or homonyms an
1. Divide the class into two teams.
2. Teacher chooses category (synonyms) and first word.

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
UALIZED:		
ics We Use Book F, kamp, pp. 43, 45, 107 ling Magic 2, Kott-r, pp. 46-56	Basic Reading Skills for Junior High Use, Gray, pp. 39, 41, 42 Be A Better Reader I, Smith, p. 38 Advanced Skills in Reading 1, Gainsburg, pp. 249-254	Be A Better Reader II, Smith, p. 29

ATING AND EXTENDING:

tudents to write phonetic spellings as teacher pronounces words. Ex.: cat (kăt), (hăz), knee (nē), write (rīt), ocean (ō'shən), giant (jī'ənt), flight (flīt), kle (rĭnk'l), (rĭnk'əl)

---

o build a larger, meaningful sight vocabulary.

ED PRELIMINARY TESTING AND GROUP ORIENTATION:

Word Opposites Test
ford Vocabulary Tests

DUALIZED:

ics We Use Book F, kamp. Synonyms p. 56, nyms p. 60, meanings 6 uests in Reading, meyer, pp. 105, 111, 119, 122, 125	Basic Reading Skills for Junior High Use, Gray, pp. 9, 71 Advanced Skills in Reading 1, Gainsburg, p. 231 Be A Better Reader I, Smith, pp. 111, 112	Reading for Significance, Leavell, p. 330 Be A Better Reader II, Smith, pp. 111, 112

ATING AND EXTENDING:

Unseat Me, Please! (Synonyms, antonyms, or homonyms and heteronyms)
Divide the class into two teams.
Teacher chooses category (synonyms) and first word.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrich
INDIVIDUALIZED:		
Refer to seventh grade	Be A Better Reader III, Smith, pp. 75, 102 Word Wealth Junior, Miller	Basic Reading Sk High School Use pp. 59, 91, 104 Be A Better Read Smith, pp. 22-2 Word Wealth Juni

CULMINATING AND EXTENDING:

Write ten phonetically spelled words on the board. Ask students to write correct
Ex.: phōtəgrăf, plĕzhur, garäzh, stĕthəskōp, rētāl.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Reader's Digest Vocabulary Tests
Botel Word Opposites Tests
Metropolitan Advanced Vocabulary Tests

Modified	General	Enrich
INDIVIDUALIZED:		
Refer to seventh grade.	Advanced Skills in Reading 2, Gainsburg, pp. 77-79, 194 Be A Better Reader III, Smith, pp. 60, 61	Be A Better Rea Smith, p. 75

CULMINATING AND EXTENDING:

Refer to seventh grade (without teams).

ACTIVITIES AND MATERIALS - GRADE 8

RESOURCES
NOTES & EVALUATIONS

General	Enriched
Be A Better Reader III, Smith, pp. 75, 102 Word Wealth Junior, Miller	Basic Reading Skills for High School Use, Monroe, pp. 59, 91, 104, 113 Be A Better Reader IV, Smith, pp. 22-26, 71 Word Wealth Junior, Miller

:

spelled words on the board. Ask students to write correct spelling.
. garäzh, stĕthəskōp, rētāl.

ING AND GROUP ORIENTATION:

ary Tests
sts
ocabulary Tests

General	Enriched
Advanced Skills in Reading 2, Gainsburg, pp. 77-79, 194 Be A Better Reader III, Smith, pp. 60, 61	Be A Better Reader IV, Smith, p. 75

:

(without teams).

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General

3. First member of Team 1 must respond with suitable synonym
4. If he responds correctly he then chooses the next word an
   Team 2.
5. To sit down, person must correct member of the other tea

2. Context clues

Goal: To improve skill in using contextual clues to determine

SUGGESTED PRELIMINARY TESTING:

Basic Reading Skills for Junior High Use, Gray, p. 170 (Surv

GROUP ORIENTATION:

Transparencies illustrating various ways of looking for cont ses, appositives, and signal words when direct methods are u

INDIVIDUALIZED:

Modified	General
Phonics We Use Book F, Helmkamp. Synonyms p. 57, homonyms p. 64, homographs p. 119 Reader's Digest Skill Builders Level 4 Part 3, pp. 10, 37, 63, 77, 118, 133 Conquests in Reading, Kottmeyer	Basic Reading Skills for Junior High School Use, Gray, pp. 9, 11, 23 Advanced Reading Skills 1, Gainburg, pp. 59-66, 69-72 Reader's Digest Skill Builders Level 5 Part 3, pp. 15, 22, 62, 70 Reader's Digest Advanced Skill Builders Book One, pp. 12, 27, 43, 52 Be A Better Reader I, Smith, p. 123

CULMINATING AND EXTENDING:

Basic Reading Skills for Junior High Use, Gray, p. 170 (Surv
Encourage students to use more explicit vocabulary.

ACTIVITIES AND MATERIALS - GRADE 7

Iodified	General	Enriched

t member of Team 1 must respond with suitable synonym or he stands.
e responds correctly he then chooses the next word and calls on first member of
 2.
it down, person must correct member of the other team.

---

improve skill in using contextual clues to determine meaning.

PRELIMINARY TESTING:

eading Skills for Junior High Use, Gray, p. 170 (Survey Test I: A, C, E, G)

ENTATION:

rencies illustrating various ways of looking for context clues including parenthe-
positives, and signal words when direct methods are used. (Seventh grade file)

LIZED:

We Use Book F, p. Synonyms p. onyms p. 64, phs p. 119 s Digest Skill s Level 4 Part 3, 37, 63, 77, 118, ts in Reading, er	Basic Reading Skills for Junior High School Use, Gray, pp. 9, 11, 23 Advanced Reading Skills 1, Gainsburg, pp. 59-66, 69-72 Reader's Digest Skill Builders Level 5 Part 3, pp. 15, 22, 62, 70 Reader's Digest Advanced Skill Builders Book One, pp. 12, 27, 43, 52 Be A Better Reader I, Smith, p. 123	Reader's Digest Educational Edition, "Getting the Meaning from Context" (Usually last pages of Student Guide) Reader's Digest Advanced Skill Builders Book Two, pp. 31, 48, 67, 158

NG AND EXTENDING:

eading Skills for Junior High Use, Gray, p. 170 (Survey Test I: B, D, F, H)
ge students to use more explicit vocabulary.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

SUGGESTED PRELIMINARY TESTING:

Basic Reading Skills for High School Use, Monroe, p. 173 (Survey Test I: A, C E, G)

GROUP ORIENTATION:

(Eighth grade supplement with examples of indirect methods)

INDIVIDUALIZED:

Reader's Digest Skill Builders Level 6 Part 3, pp. 16, 49, 63	Basic Reading Skills for High School Use, Monroe, pp. 17, 40, 41, 42 Advanced Reading Skills 2, Gainsburg, pp. 55, 56, 66-69, 82 Reader's Digest Advanced Skill Builders Book Three, pp. 15, 24, 141, 152	Reader's Dgest Edu Edition, "etting t ing from Ontext" (last pagesof Stude Reader's Dgest Adv Skill Builers Book pp. 12, 25 35, 53,

CULMINATING AND EXTENDING:

Basic Reading Skills for High School Use, Monroe, p. 172 (Survey Test I: B, D F, H)
Encourage students to use more explicit vocabulary.

ACTIVITIES AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	
chool Use, Monroe, p. 173 (Survey Test I: A, C, E, G)		Strang, McCullough and Traxler, The Improvement of Reading, pp. 123-128
xamples of indirect methods)		
Basic Reading Skills for High School Use, Monroe, pp. 17, 40, 41, 42 Advanced Reading Skills 2, Gainsburg, pp. 55, 56, 66-69, 82 Reader's Digest Advanced Skill Builders Book Three, pp. 15, 24, 141, 152	Reader's Digest Educational Edition, "Getting the Meaning from Context" (usually last pages of Student Guide) Reader's Digest Advanced Skill Builders Book 4, pp. 12, 25, 35, 53, 58	Bamman, Hogan, and Greene, Reading Instruction in the Secondary School Brown, Pyramid (a game) Brown, Programmed Vocabulary Evans, The Bergen Evans Vocabulary Program (programmed material and tapes)
chool Use, Monroe, p. 172 (Survey Test I: B, D, F, H) explicit vocabulary.		Funk, Words of Power

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General
3. Structural clues		

Goal: To refine the student's use of word parts as clues

SUGGESTED PRELIMINARY TESTING:

Basic Reading Skills for Junior High School Use, Gray, p

GROUP ORIENTATION:

Write several words on the board containing affixes and
(capable, able, rapidly, fly)

INDIVIDUALIZED:

Modified	General
Phonics We Use Book F, Helmkamp. Roots, suffixes, prefixes pp. 99-101, 103, 104, 107-111	Advanced Skills In Reading I, Gainsburg, pp. 75-92
Conquests in Reading, Kottmeyer, pp. 114-144	Basic Reading Skills for Juni High School Use, Gray, pp. 13 135
Reading for Significance, Leavell, p. 122	Be A Better Reader I, Smith, pp. 70, 86, 98, 126, 127
	Reading With Purpose, Leavell, p. 292

CULMINATING AND EXTENDING:

Write the following paragraph on the board: Give your u
bicycle or unicycle in traffic on the way to the supermar
prepared is misplaced, try to recall what she told you a
Directions: Copy any six words with familiar prefixes,
lining that part and giving its meaning.

ACTIVITIES AND MATERIALS - GRADE 7

ine the student's use of word parts as clues to meaning

LIMINARY TESTING:

ng Skills for Junior High School Use, Gray, p. 172 (Survey Test II: G, H)

TION:

al words on the board containing affixes and pseudo-affixes. Class discussion.
ble, rapidly, fly)

D:

ied	General	Enriched
Use Book F, oots, suf- ixes pp. 99- 04, 107-111 n Reading, pp. 114-144 Significance, 122	Advanced Skills In Reading I, Gainsburg, pp. 75-92 Basic Reading Skills for Junior High School Use, Gray, pp. 130-135 Be A Better Reader I, Smith, pp. 70, 86, 98, 126, 127 Reading With Purpose, Leavell, p. 292	Be A Better Reader II, Smith, pp. 68, 110 Reader's Digest Advanced Skill Builders Book Two, p. 47 Reading for Significance, Leavell, p. 193

ND EXTENDING:

ollowing paragraph on the board: Give your undivided attention to riding your
unicycle in traffic on the way to the supermarket. If the list your mother
misplaced, try to recall what she told you and report to her what happened.
Copy any six words with familiar prefixes, suffixes, and/or roots, under-
part and giving its meaning.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	

SUGGESTED PRELIMINARY TESTING:

Basic Reading Skills for High School Use, Monroe, p. 174 (Survey Test II: G, H)

GROUP ORIENTATION:

Divide into small groups.
Work with families of words. Suggest a root (port, graph, cap, auto) to each gro
with the most affixes may write them on the board. Add to the list from the oth
Entire group should watch for misspelling.

INDIVIDUALIZED:

Modified	General	
Refer to seventh grade.	Basic Reading Skills for High School Use, Monroe, pp. 70-76 Advanced Skills in Reading 2, Gainsburg, pp. 89-124 Be A Better Reader III, Smith, pp. 42, 43, 88, 89 Reader's Digest Advanced Skill Builders Book 3, p. 151	New Horizons pp. 208, 272, Be A Better Re Smith, pp. 66

CULMINATING AND EXTENDING:

Give students the following paragraph and/or sentences in which they reverse the
by changing the prefixes.

We will preview the lesson on the construction of defenses of the substrata.
include ideas previously used.

The immigrants beheld the shoreline with relief. They were displaced. They w
segregationists from Mongolia hoping to import squids.

1. We will preview the construction of field defenses.
2. We will exclude ideas previously used.
3. Some are responsible for interstate reports.
4. He peered through the microscope in dismay.
5. Animals with endoskeletons are housed here.

ACTIVITIES AND MATERIALS - GRADE 8

General	Enriched

:G:

:igh School Use, Monroe, p. 174 (Survey Test II: G, H)

:s. Suggest a root (port, graph, cap, auto) to each group. One
:rite them on the board. Add to the list from the other groups.
:or misspelling.

General	Enriched
Basic Reading Skills for High School Use, Monroe, pp. 70-76 Advanced Skills in Reading 2, Gainsburg, pp. 89-124 Be A Better Reader III, Smith, pp. 42, 43, 88, 89 Reader's Digest Advanced Skill Builders Book 3, p. 151	New Horizons 3, Brewton, pp. 208, 272, 329 Be A Better Reader IV, Smith, pp. 66-70

:g paragraph and/or sentences in which they reverse the meaning

:on on the construction of defenses of the substrata. It should
: used.

:e shoreline with relief. They were displaced. They were anti-
:ngolia hoping to import squids.

:onstruction of field defenses.
: previously used.
: for interstate reports.
: microscope in dismay.
:letons are housed here.

RESOURCES
NOTES & EVALUATIONS

Funk and Lewis, A More Powerful Vocabulary

Lewis, Word Power Made Easy

Moreda, Grow in Word Power

Witty and Grotberg, Developing Your Vocabulary

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General	

4. Dictionary and etymology, multiple meanings, shades of meanings, and connotations

Goal: To refine skill in selecting the best meaning of words to fit

SUGGESTED PRELIMINARY TESTING:

Basic Skills for Junior High School Use, Gray, p. 173 (Survey Tes

GROUP ORIENTATION:

Write "band" on the board and list as many meanings as possible. K
checking. Other examples: state, guard, post, face (45 meanings)
Reader's Digest Advanced Skill Builders Book One, p. 83

INDIVIDUALIZED:

Modified	General	
Phonics We Use Book F, Helmkamp, pp. 98, 102 Reading With Purpose, Leavell, p. 203	Advanced Skills in Reading 1, Gainsburg, pp. 59-66 Basic Reading Skills for Junior High Use, Gray, pp. 91, 92, 112-116, 134 Reading Skills, Wood, Chapters 16 and 17 Reading With Purpose, Leavell, pp. 225, 340	Be pp. Rea Lea

CULMINATING AND EXTENDING:

Make a bulletin board of language with contemporary usage. Ex.:
teflon, aspirin, kleenex, laser beam.

POIN

II. Basic Thought Relationships: Comprehension
  A. Organization of the written material
    1. Main idea
    2. Related details

Goal: To increase the awareness of how organizational mechanics of
affects comprehension

SUGGESTED PRELIMINARY TESTING:

Reading for Meaning Book 7, Guiler, choose one exercise for testin
"Main Idea", and "Fact" sections.
SRA Lab III "Survey Test"
Reader's Digest Educational Edition, May 1967, Comprehension Test

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched

o refine skill in selecting the best meaning of words to fit the context

ED PRELIMINARY TESTING:

Skills for Junior High School Use, Gray, p. 173 (Survey Test II: C)

RIENTATION:

"band" on the board and list as many meanings as possible. Refer to dictionary for
ing. Other examples: state, guard, post, face (45 meanings)
r's Digest Advanced Skill Builders Book One, p. 83

UALIZED:

cs We Use Book F, amp, pp. 98, 102 ng With Purpose, ll, p. 203	Advanced Skills in Reading 1, Gainsburg, pp. 59-66 Basic Reading Skills for Junior High Use, Gray, pp. 91, 92, 112-116, 134 Reading Skills, Wood, Chapters 16 and 17 Reading With Purpose, Leavell, pp. 225, 340	Be A Better Reader II, Smith pp. 113-114 Reading for Significance, Leavell, p. 40

TING AND EXTENDING:

a bulletin board of language with contemporary usage. Ex.: woofer, tweeter, hipster,
n, aspirin, kleenex, laser beam.

POINT UP THE IMPORTANCE OF

To increase the awareness of how organizational mechanics of written materials affects comprehension

ED PRELIMINARY TESTING:

ing for Meaning Book 7, Guiler, choose one exercise for testing purposes using "Title",
Idea", and "Fact" sections.
ab III "Survey Test"
er's Digest Educational Edition, May 1967, Comprehension Test Form D

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enric

SUGGESTED PRELIMINARY TESTING:

Basic Skills for High School Use, Monroe, p. 175 (Survey Test II: 20)

GROUP ORIENTATION:

Scan the dictionary for words with multiple meanings.
Reader's Digest Advanced Skill Builders Book Three, p. 149

INDIVIDUALIZED:

Refer to seventh grade.	Basic Reading Skills for High School Use, Monroe, pp. 48, 106-108, 114 Advanced Skills in Reading 2, Gainsburg, pp. 102-120 Word Wealth Junior, Miller, pp. 305-333 (foreign words) Be A Better Reader III, Smith, p. 106	New Horizons 3, "Skills for Bet ing" sections Be A Better Rea Smith, pp. 67-7

CULMINATING AND EXTENDING:

List acronyms. Ex.: NATO, SEATO, WAC, WAVE, UNESCO, laser, radar, DEW, maser, WHO, VISTA, UNICEF

CONTINUING TO REFINE THESE SKILLS THROUGH LIFE

SUGGESTED PRELIMINARY TESTING:

Reading for Meaning Book 8, Guiler - Choose one exercise for testing purposes usi
"Main Idea", and "Fact" sections
Basic Reading Skills for High School Use, Monroe, p. 173 (Survey Test II: C)
SRA IIIb, Survey Test
Reader's Digest Educational Edition, September 1966, Comprehension Test, Form C

ACTIVITIES AND MATERIALS - GRADE 8

General	Enriched	RESOURCES NOTES & EVALUATIONS

ESTING:

School Use, Monroe, p. 175 (Survey Test II: 20)

or words with multiple meanings.
nced Skill Builders Book Three, p. 149

	General	Enriched
ie.	Basic Reading Skills for High School Use, Monroe, pp. 48, 106-108, 114 Advanced Skills in Reading 2, Gainsburg, pp. 102-120 Word Wealth Junior, Miller, pp. 305-333 (foreign words) Be A Better Reader III, Smith, p. 106	New Horizons 3, Brewton, "Skills for Better Reading" sections Be A Better Reader IV, Smith, pp. 67-75

ING:

NATO, SEATO, WAC, WAVE, UNESCO, laser, radar, DEW, maser, WHO, HEW,

HESE SKILLS THROUGH LIFE

ESTING:

Book 8, Guiler - Choose one exercise for testing purposes using "Title",
ct" sections
for High School Use, Monroe, p. 173 (Survey Test II: C)
t
ational Edition, September 1966, Comprehension Test, Form C

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General

3. Topic or key sentences
4. Key words
5. Main topics and subtopics
6. Introductory paragraphs
7. Summary paragraphs

GROUP ORIENTATION:

Advanced Skills in Reading 1, Gainsburg, Chapter 1

INDIVIDUALIZED:

Modified	General
Reading for Meaning Books 4, 5, 6, Coleman Reader's Digest Skill Builders, Level 4 Part 3, pp. 119, 143; Level 5 Part 3, pp. 14, 21, 35, 42, 69; Level 6 Part 3, pp. 29, 35, 47 Reading Skills, Wood, Chapters 6 and 9 Mastery of Reading 7, Leavell, pp. 5-16	Reading for Meaning Book 7, Guiler Reader's Digest Advanced Skill Builders Book One, pp. 11, 21, 26, 43, 50 Be A Better Reader I, Smith, pp. 44, 58 Basic Reading Skills for Junior High School Use, Gray, pp. 43-53

CULMINATING AND EXTENDING:

Arrange the following paragraph in the correct order, putti
supporting ideas following:

Unicycles are ridden on a level surface. The fad of riding
people an interest in developing skill in balancing. They
rubber tire that bicycles did. Bicycle repair shops could
unicycles were inexpensive, easily maintained, and promoted
a desirable fad.

B. Organization of the ideas
   1. Within the sentence
   2. Within the paragraph
   3. Within the selection or chapter

Goal: To emphasize how the organization of ideas within sent
selections facilitates comprehension.

GROUP ORIENTATION:

Read two or three paragraphs in a textbook and a story; com
Ask students to bring social studies textbook to class. Se
Then attempt to outline a portion of a selection from Read
Ex.: p. 30

ACTIVITIES AND MATERIALS - GRADE 7

ORIENTATION:

anced Skills in Reading 1, Gainsburg, Chapter 1

IDUALIZED:

Modified	General	Enriched
ding for Meaning Books 5, 6, Coleman der's Digest Skill ilders, Level 4 Part 3, 119, 143; Level 5 t 3, pp. 14, 21, 35, 69; Level 6 Part 3, 29, 35, 47 ding Skills, Wood, pters 6 and 9 tery of Reading 7, vell, pp. 5-16	Reading for Meaning Book 7, Guiler Reader's Digest Advanced Skill Builders Book One, pp. 11, 21, 26, 43, 50 Be A Better Reader I, Smith, pp. 44, 58 Basic Reading Skills for Junior High School Use, Gray, pp. 43-53	Reader's Digest Advanced Skill Builders Book Two, pp. 29, 48, 78 Be A Better Reader II, Smith, pp. 42, 43 Advanced Reading Skills 1, Gainsburg, Chapter 6

NATING AND EXTENDING:

ange the following paragraph in the correct order, putting topic sentence first and pporting ideas following:

cycles are ridden on a level surface. The fad of riding unicycles increased among ple an interest in developing skill in balancing They used the same type wheel and ber tire that bicycles did. Bicycle repair shops could also repair unicycles. Because icycles were inexpensive, easily maintained, and promoted healthful exercise, this was esirable fad.

: To emphasize how the organization of ideas within sentences, paragraphs, and selections facilitates comprehension.

P ORIENTATION:

ad two or three paragraphs in a textbook and a story; compare the organization.
k students to bring social studies textbook to class. Select a short section to outline.
en attempt to outline a portion of a selection from Reading With Purpose, Leavell
.: p. 30

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enric

GROUP ORIENTATION:

Advanced Skills in Reading 2, Gainsburg, Chapter 1

INDIVIDUALIZED:

Modified	General	Enric
Reading for Meaning Books 4, 5, 6, Coleman Reader's Digest Advanced Skill Builders Book Three, pp. 38, 56, 147 New Horizons 1, Brewton, Teacher's Manual, pp. 106-111 Mastery of Reading 8, Leavell, pp. 5-12	Reading for Meaning Book 8, Guiler Reader's Digest Advanced Skill Builders Book Four, pp. 12, 26, 43 Be A Better Reader III, Smith, pp. 31-33, 62, 90 New Horizons 2, Brewton, Teacher's Manual, pp. 112-115	Reader's Dig Edition, Sep June 1967, " Central Thou Be A Better Smith, Chapt New Horizons Teacher's Ma 114 Advanced Rea Gainsburg, C

CULMINATING AND EXTENDING:

Write a well organized paragraph including main idea in a topic sentence with a
supporting details.

GROUP ORIENTATION:

Read two or three paragraphs in a story and a newspaper and compare the organiz
line a selection from Be A Better Reader, Smith, social studies or science sect
a simple Reader's Digest Skill Builder that includes much conversation. Point
difficulty in outlining the narrative.

ACTIVITIES AND MATERIALS - GRADE 8

	General	Enriched	RESOURCES NOTES & EVALUATIONS
ng 2, Gainsburg, Chapter 1			Smith and Dechant, Psychology in Teaching Reading
s l e, 6-	Reading for Meaning Book 8, Guiler Reader's Digest Advanced Skill Builders Book Four, pp. 12, 26, 43 Be A Better Reader III, Smith, pp. 31-33, 62, 90 New Horizons 2, Brewton, Teacher's Manual, pp. 112-115	Reader's Digest Educational Edition, September 1966-June 1967, "Finding the Central Thought" Be A Better Reader IV, Smith, Chapters 5 and 6 New Horizons 3, Brewton, Teacher's Manual, pp. 113-114 Advanced Reading Skills 2, Gainsburg, Chapter 5	Strang and Bracken, Making Better Readers Strang, McCullough, and Traxler, The Improvement of Reading

aragraph including main idea in a topic sentence with at least four

aphs in a story and a newspaper and compare the organization. Out-
e A Better Reader, Smith, social studies or science sections, or from
t Skill Builder that includes much conversation. Point out the
the narrative.

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General
a. Sequence b. Comparison-contrast c. Cause-effect d. Classification	INDIVIDUALIZED: Mastery of Reading 1, Leavell.(see supplement) Reader's Digest Skill Builders Level 5 Part 3, p. 61	Advanced Skills in Reading 1, Gainsburg, pp. 171-216 Basic Reading Skills for Junior High School Use, Gray, pp. 52-61, 72-83, 117-129 Reading for Significance, Leavell, p. 220 Reader's Digest Skill Builders Level 6 Part 3, p. 15

CULMINATING AND EXTENDING:

From the selections, teacher chooses five topic sentences; stu
sequence:
Reader's Digest Skill Builders Level 5 Part 3, p. 61
Reader's Digest Advanced Skill Builders Book One, pp. 123-12
Reader's Digest Skill Builders Level 5 Part 3, pp. 24-29

C. Establish a purpose for reading and adjust rate

Goal: To show the relationship between purpose for reading and r
read (SQ3R)

GROUP ORIENTATION:

SRA Lab IIIa, Teacher's Manual on SQ3R, p. 21, 22
EDL Listen and Read,Tape 12, "How to Study with SQ3R"

INDIVIDUALIZED:

Using SQ3R - 1. 3 minutes: Survey magazine. Select an articl
5 minutes: Skim article to answer question.
2. 3 minutes: Survey Table of Contents. Select a
Make questions (purpose for reading)
5 minutes: Skim article. Answer questions. K
questions.

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
LIZED:		
of Reading 1, .(see supplement) 's Digest Skill s Level 5 Part 3,	Advanced Skills in Reading 1, Gainsburg, pp. 171-216 Basic Reading Skills for Junior High School Use, Gray, pp. 52-61, 72-83, 117-129 Reading for Significance, Leavell, p. 220 Reader's Digest Skill Builders Level 6 Part 3, p. 15	Be A Better Reader II, Smith, p. 85 Reading for Significance, Leavell, p. 286

ING AND EXTENDING:

he selections, teacher chooses five topic sentences; students arrange in correct
ce:
er's Digest Skill Builders Level 5 Part 3, p. 61
er's Digest Advanced Skill Builders Book One, pp. 123-126
er's Digest Skill Builders Level 5 Part 3, pp. 24-29

---

show the relationship between purpose for reading and rate at which it should be ad (SQ3R)

IENTATION:

IIIa, Teacher's Manual on SQ3R, p. 21, 22
sten and Read, Tape 12, "How to Study with SQ3R"

ALIZED:

SQ3R - 1. 3 minutes: Survey magazine. Select an article and formulate a question.
5 minutes: Skim article to answer question.
2. 3 minutes: Survey Table of Contents. Select an article. Survey article. Make questions (purpose for reading)
5 minutes: Skim article. Answer questions. Read article and answer two questions.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrich
INDIVIDUALIZED:		
Mastery of Reading 2, Leavell (see supplement) New Horizons 1, Brewton, Teacher's Manual, pp. 102	Advanced Skills in Reading 2, Gainsburg, pp. 209-244, 291-322 Be A Better Reader III, Smith, p. 46 Basic Reading Skills for High School Use, Monroe, pp. 26-39, 93-103, 155-163	Reader's Dige al Edition, S-16; Septem p. 141

CULMINATING AND EXTENDING:

Reader's Digest Advanced Reading Skills Book Three, pp. 6-13
Preview for sequence.

GROUP ORIENTATION:

SRA Lab IIIb, Student Record Book, p. 10
The SQ3R Method (Supplement)
EDL Listen and Read, Tape 18, "Shifting Gears in Reading"
EDL Listen and Read, Tape 19, "Skimming and Scanning"

INDIVIDUALIZED:

Extend SQ3R to subject areas.
See seventh grade.

	ACTIVITIES AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
	General	Enriched	
) n, 102	Advanced Skills in Reading 2, Gainsburg, pp. 209-244, 291-322 Be A Better Reader III, Smith, p. 46 Basic Reading Skills for High School Use, Monroe, pp. 26-39, 93-103, 155-163	Reader's Digest Educational Edition, December 1966, S-16; September 1966, p. 141	

G:

ed Reading Skills Book Three, pp. 6-13

Robinson, Effective Reading

Simpson, Helping High School Students Read Better

Smith, Read Faster

Record Book, p. 10
ement)
pe 18, "Shifting Gears in Reading"
pe 19, "Skimming and Scanning"

areas.

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General

CULMINATING AND EXTENDING:

Select an article. Ask students to read questions first. Pre
answer questions. Ex.: Reader's Digest Advanced Skill Builde
145-154; Book Two, pp. 58-66

D. Reaction to material read
  1. Interpretation
    a. Using previous learning to understand new material
    b. Following directions
  2. Evaluation
    a. Conclusions
    b. Inferences
    c. Reliability of the source
    d. Authority of the author
    e. Separating relevant from irrelevant
    f. Finding proof in the material
  3. Appreciation
    a. Author's style
    b. Author's organization

Goal: To further develop reader's skill in interpretation, evalu
increase his comprehension

GROUP ORIENTATION:

Transparencies using Be A Better Reader 1, Smith, p. 110 (supp
Discuss explanation in Advanced Skills in Reading 1, Gainsburg,

INDIVIDUALIZED:

Modified	General
Mastery of Reading 1, Leavell, pp. 101-110 Reading With Purpose, Leavell, p. 40 Reading for Meaning 5,6, Coleman	Advanced Reading Skills 1, Gainsburg, Chapter 15 Be A Better Reader I, Smith, p. 124 Reader's Digest Skill Builders Level 6 Part 3, p. 99 Reading for Significance, Leavell, pp. 61, 71, 298, 392 Reading With Purpose, Leavell, p. 100 Basic Reading Skills for Junior High School Use, Gray, pp. 84-90 Reading for Meaning 7, Guiler Reading Skills, Wood, Chapter 13

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched

INATING AND EXTENDING:

lect an article. Ask students to read questions first. Preview for two minutes. Then swer questions. Ex.: Reader's Digest Advanced Skill Builders Book One, pp. 36-43, 5-154; Book Two, pp. 58-66

: To further develop reader's skill in interpretation, evaluation, and appreciation to increase his comprehension

P ORIENTATION:

ansparencies using Be A Better Reader 1, Smith, p. 110 (supplement)
scuss explanation in Advanced Skills in Reading 1, Gainsburg, p. 133-146, 255-264

IVIDUALIZED:

Modified	General	Enriched
astery of Reading 1, avell, pp. 101-110 ading With Purpose, avell, p. 40 ading for Meaning 5,6, leman	Advanced Reading Skills 1, Gainsburg, Chapter 15 Be A Better Reader I, Smith, p. 124 Reader's Digest Skill Builders Level 6 Part 3, p. 99 Reading for Significance, Leavell, pp. 61, 71, 298, 392 Reading With Purpose, Leavell, p. 100 Basic Reading Skills for Junior High School Use, Gray, pp. 84-90 Reading for Meaning 7, Guiler Reading Skills, Wood, Chapter 13	Reading for Significance, Leavell, p. 232

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enri

CULMINATING AND EXTENDING:

Select an article with sub-headings. Ask students to preview in two minutes. T
ing questions over the selection. Ex.: Reader's Digest Advanced Skill Builders
pp. 85-95, 116-125. Read at own rate and take test. Point out value of preview
can be learned by two minutes of previewing.

GROUP ORIENTATION:

Transparencies using Advanced Skills in Reading 3, Gainsburg, p. 292 (Supplement
Discuss explanation in Advanced Skills in Reading 2, Gainsburg, pp. 143-160

INDIVIDUALIZED:

Modified	General	Enri
Mastery of Reading 2, Leavell, pp. 104-113 New Horizons 1, Brewton, pp. 159, 164, 167, 243, 398	Advanced Reading Skills 2, Gainsburg, Chapters 6, 10 Be A Better Reader III, Smith, pp. 64, 92 Basic Reading Skills for High School Use, Monroe, pp. 115-124, 138-146 New Horizons 2, Brewton, pp. 216, 344, 348 Reading for Meaning 8, Guiler	Reader's Dig Skill Builde p. 11 Reader's Dig al Edition, Analogies" (

ACTIVITIES AND MATERIALS - GRADE 8

General	Enriched

RESOURCES
NOTES & EVALUATIONS

eadings. Ask students to preview in two minutes. Test by answer-
tion. Ex.: Reader's Digest Advanced Skill Builders Book Three,
own rate and take test. Point out value of previewing - how much
s of previewing.

Witty, Paul, How to Become a Better Reader

d Skills in Reading 3, Gainsburg, p. 292 (Supplement)
nced Skills in Reading 2, Gainsburg, pp. 143-160

Carroll, Symbolic Logic and the Game of Logic

Chase, Guides to Straight Thinking

General	Enriched
Advanced Reading Skills 2, Gainsburg, Chapters 6, 10 Be A Better Reader III, Smith, pp. 64, 92 Basic Reading Skills for High School Use, Monroe, pp. 115-124, 138-146 New Horizons 2, Brewton, pp. 216, 344, 348 Reading for Meaning 8, Guiler	Reader's Digest Advanced Skill Builders Book Four, p. 11 Reader's Digest Educational Edition, "Think Through Analogies" (in all issues)

COMMON SKILLS	Modified	General

CULMINATING AND EXTENDING:

Basic Reading Skills for Junior High School Use, Gray, p. 17

SRA Lab Reading for Understanding

Discuss syllogisms. (A syllogism is an example of deductive

Examples:

One is immortal whose sun never sets.	New Yo
A hen's son never sets.	People
Therefore a hen is immortal.	Therefo Unite
All Negroes have curly hair.	(Major
All natives of Africa are Negroes.	(Minor
Therefore all natives of Africa have curly hair.	(Concl

III. Mechanics

A. Silent reading
1. Eliminating lip movements, whispering, and subvocalization
2. Increasing eye span
3. Decreasing fixation time
4. Decreasing regressions
5. Developing ability to read in phrase or thought units
6. Adjusting rate to purpose
   a. Skimming for ideas
   b. Scanning for specific fact
   c. Studying
   d. Evaluating
   e. Rereading

Goal: To develop the mechanics needed to read at varied rates

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Ask students to read for one minute in Reading With Purpose, Then turn to p. 69 and read for one minute. Compare the tot each selection. Discuss the need for varied rates.

Group work: Be A Better Reader I, Smith, p. 29
Be A Better Reader II, Smith, pp. 16-17

INDIVIDUALIZED:

Modified	General
Reading Skills, Wood, Chapters 1-5 Mastery of Reading 1, Leavell, pp. 17-28	Be A Better Reader I, Smith, pp. 44, 45, 59 Advanced Reading Skills 1, Gainsburg, Chapters 5, 10 Reading With Purpose, Leavell, p. 251

ACTIVITIES AND MATERIALS - GRADE 7

odified	General	Enriched

NG AND EXTENDING:

eading Skills for Junior High School Use, Gray, p. 174 (Survey Test III)
Reading for Understanding
syllogisms. (A syllogism is an example of deductive reasoning.)
es:

s immortal whose sun never sets. 's son never sets. fore a hen is immortal.	New York is in the United States. People live in New York. Therefore people who live in the United States live in New York.
egroes have curly hair. atives of Africa are Negroes. fore all natives of Africa have curly hair.	(Major premise) All P is M (Minor premise) All S is P (Conclusion) Therefore all S is M

---

evelop the mechanics needed to read at varied rates which suit specific purposes

PRELIMINARY TESTING AND GROUP ORIENTATION:

dents to read for one minute in Reading With Purpose, Leavell, p. 60
rn to p. 69 and read for one minute. Compare the total number of words read in
lection. Discuss the need for varied rates.
ork: Be A Better Reader I, Smith, p. 29
Be A Better Reader II, Smith, pp. 16-17

LIZED:

Skills, Wood, s 1-5 of Reading 1, , pp. 17-28	Be A Better Reader I, Smith, pp. 44, 45, 59 Advanced Reading Skills 1, Gainsburg, Chapters 5, 10 Reading With Purpose, Leavell, p. 251	Be A Better Reader II, Smith pp. 72, 126, 127 Reading for Significance, Leavell, p. 279

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enri

CULMINATING AND EXTENDING:

Basic Reading Skills for High School Use, Monroe, p. 176 (Survey Test III)
SRA Lab Reading for Understanding
Examples of specious syllogisms:

A dog has hair.
Sally has hair.
Therefore Sally is a dog.

All fair things are honorable.
This woman is fair.
Therefore this woman is honorable.

Many subversi
Harvard.
The reader we
Therefore the
subversive.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Same activity as seventh grade but use New Horizons 1, Brewton, pp. 78, 83
Class work: Be A Better Reader III, Smith, pp. 16-17

INDIVIDUALIZED:

Reading Skills, Wood,
Chapters 1-5
Mastery of Reading 2,
Leavell, pp. 16-26
New Horizons 1, Brewton,
Teacher's Manual, p. 111

Be A Better Reader III,
Smith, pp. 105, 120
Advanced Reading Skills 2,
Gainsburg, Chapter 7
New Horizons 2, Brewton,
Teacher's Manual, p. 115-116

Be A Better
Smith, pp. 8

ACTIVITIES AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	
chool Use, Monroe, p. 176 (Survey Test III) ing s:		Lieber, Mits, Wits, and Logic
ll fair things are honorable. his woman is fair. herefore this woman is honorable.	Many subversives went to Harvard. The reader went to Harvard. Therefore the reader is subversive.	Ruchlis, Clear Thinking, pp. 62-63
D GROUP ORIENTATION: but use New Horizons 1, Brewton, pp. 78, 83 r III, Smith, pp. 16-17		Simpson, Helping High School Students Read Better Smith, Read Faster
Be A Better Reader III, Smith, pp. 105, 120 Advanced Reading Skills 2, Gainsburg, Chapter 7 New Horizons 2, Brewton, Teacher's Manual, p. 115-116	Be A Better Reader IV, Smith, pp. 8-15, 53-59	

COMMON SKILLS	ACTIVITIES AND MATERIALS - GRADE 7 Modified General
	CULMINATING AND EXTENDING: Periodically check and record timed materials. Reader's Digest Skill Builders 4, 5, 6 Reader's Digest Advanced Skill Builders Book One and Book Tw Be A Better Reader I, II, Smith Standard Test Lessons in Reading, McCall-Crabbs (C and first Reader's Digest Educational Edition SRA Lab IIIa Rate Builders
B. Oral reading 1. Enunciation 2. Use of punctuation 3. Tone, pitch, volume, and rate 4. Overall interpretation of meaning	Goal: To promote fluent oral interpretation SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION: Informal inventory by asking each student to read a paragrap Ex.: Reader's Digest Skill Builders Level 4 Part 3, p. 104 Reading With Purpose, Leavell, p. 154 Teaching the mechanics: Mastery of Reading 1, Leavell, pp. 53-64 Divide the class according to interest, ability, and sociabi Assign plays from Play Magazine, Reading With Purpose, Leave CULMINATING AND EXTENDING: Select a play and assign parts to be recorded. During play themselves on enunciation and interpretation, and discuss h could present a program to be taped or presented to the cla evaluate their skills.
C. Listening 1. Qualities of a good listener	Goal: To refine basic listening techniques

ified	General	Enriched

ND EXTENDING:

ly check and record timed materials.
igest Skill Builders 4, 5, 6
igest Advanced Skill Builders Book One and Book Two
r Reader I, II, Smith
est Lessons in Reading, McCall-Crabbs (C and first part of D)
igest Educational Edition
Ia Rate Builders

omote fluent oral interpretation

ELIMINARY TESTING AND GROUP ORIENTATION:

nventory by asking each student to read a paragraph in easy material.
r's Digest Skill Builders Level 4 Part 3, p. 104
ng With Purpose, Leavell, p. 154
he mechanics:
ry of Reading 1, Leavell, pp. 53-64
class according to interest, ability, and sociability.
ys from Play Magazine, Reading With Purpose, Leavell, p. 244

AND EXTENDING:

lay and assign parts to be recorded. During playback ask students to evaluate s on enunciation and interpretation, and discuss how each could improve. Students ent a program to be taped or presented to the class. Then ask students to heir skills.

efine basic listening techniques

CULMINATING AND EXTENDING:

Periodically check and record timed materials.
Reader's Digest Skill Builders 4, 5, 6
Reader's Digest Advanced Skill Builders Book Three and Book Four
Be A Better Reader III, IV, Smith
Standard Test Lessons in Reading, McCall-Crabbs (D and E)
Reader's Digest Educational Edition
SRA Lab IIIb Rate Builders

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Informal inventory by asking each student to read a paragraph in easy material.
Ex.: Reader's Digest Skill Builders Level 6 Part 3, p. 4
Teaching the mechanics:
  Mastery of Reading 2, Leavell, pp. 38-48
  EDL Listen and Read, Tape 29 "The Play's the Thing"
Divide the class according to interest, ability, and sociability.
Assign plays from Play Magazine
  New Horizons 1, Brewton, p. 353
  New Horizons 2, Brewton, p. 379
  New Horizons 3, Brewton, p. 355

CULMINATING AND EXTENDING:

Each student select a poem of at least ten lines. Practice reading to the clas
each student reads his poem in the auditorium. Students and teacher evaluate e
projection, enunciation, and interpretation.

ACTIVITIES AND MATERIALS - GRADE 8

General	Enriched	RESOURCES NOTES & EVALUATIONS

timed materials.
4, 5, 6
Builders Book Three and Book Four
ith
ng, McCall-Crabbs (D and E)
ition

D GROUP ORIENTATION:

ach student to read a paragraph in easy material.
ilders Level 6 Part 3, p. 4

ll, pp. 38-48
"The Play's the Thing"
interest, ability, and sociability.
ne
1, Brewton, p. 353
2, Brewton, p. 379
3, Brewton, p. 355

at least ten lines. Practice reading to the class once. Then
n the auditorium. Students and teacher evaluate each student for
interpretation.

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General

- a. Attention
- b. Courtesy
- c. Thoughtfulness
- d. Preparation
- e. Patience

2. Main types of listening
   - a. Purposeful
     - (1) Obtaining information on a topic of interest
     - (2) Answering question
     - (3) Forming an opinion on a topic
     - (4) Following directions for doing something or going somewhere
   - b. Critical
     - (1) Evaluating authority of speaker
     - (2) Recognizing fact, opinion, or both
     - (3) Agreeing or disagreeing with reason
   - c. Appreciative
     - (1) Realizing values in what is said

SUGGESTED PRELIMINARY TESTING, GROUP ORIENTATION, AND INDIVIDUA

Durrell's Analysis of Reading Difficulty, Listening Comprehen
Use as group test with students writing answers.
After putting the skeleton outline of the following selection
students and ask them to fill in the outline with the importa
vary with sophistication of the students.

Be A Better Reader I, Smith, pp. 4, 32
SRA Lab IIIa, Teacher's Manual, pp. 35-45
Standard Test Lessons in Reading, McCall-Crabbs (C and first
Learn How to Study, Kelner, pp. 16-18

CULMINATING AND EXTENDING:

Class discussion of strengths and weaknesses, usage in other
with short selections.

ACTIVITIES AND MATERIALS - GRADE 7

ied	General	Enriched

MINARY TESTING, GROUP ORIENTATION, AND INDIVIDUALIZED:

alysis of Reading Difficulty, Listening Comprehension Section
up test with students writing answers.
g the skeleton outline of the following selection on the board, read to the
ask them to fill in the outline with the important details. Results will
phistication of the students.

Reader I, Smith, pp. 4, 32
Teacher's Manual, pp. 35-45
t Lessons in Reading, McCall-Crabbs (C and first part of D)
Study, Kelner, pp. 16-18

D EXTENDING:

sion of strengths and weaknesses, usage in other subject areas, and practice
elections.

SUGGESTED PRELIMINARY TESTING, GROUP ORIENTATION, AND INDIVIDUALIZED:

Refer to seventh grade.
New Horizons 1, Brewton, p. 162
New Horizons 2, Brewton, p. 191
SRA Lab IIIb, Teacher's Manual, pp. 80-84
EDL Listen and Read Tape #1, "How Well Do You Listen?"
Standard Test Lessons in Reading, McCall-Crabbs (D and E)
Advanced Skills in Reading 2, Gainsburg, p. 259

CULMINATING AND EXTENDING:

Refer to seventh grade.

ACTIVITIES AND MATERIALS - GRADE 8

General	Enriched

GROUP ORIENTATION, AND INDIVIDUALIZED:

162
191
al, pp. 80-84
"How Well Do You Listen?"
ding, McCall-Crabbs (D and E)
, Gainsburg, p. 259

RESOURCES
NOTES & EVALUATIONS

Duker, Listening: Readings

Durrell, Durrell Analysis of Reading Difficulty

Nichols and Stevens, Are You Listening?

Russell, Listening Aids Through the Grades

Spache, Toward Better Reading

Instructor, April 1967, p. 66 (Each April is devoted to reading.)

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General

COMMON SKILLS

(2) Sensing beauty of presentation

IV. Locating and Using Materials
  A. In books
    1. Title page
    2. Copyright page
    3. Preface
    4. Table of contents
    5. Contents (body)
      a. Text
      b. Aids
        (1) Graphic
        (2) Footnotes
    6. Other parts
      a. Appendix
      b. Glossary
      c. Bibliography
      d. Index
      e. Others
  B. In pamphlets and other periodicals
  C. In general references
    1. Encyclopedias
    2. Atlases
    3. Almanacs
    4. Dictionaries
    5. Biographical sources
    6. Books of quotations

Goal: To refine and extend skills in locating and using informatio

SUGGESTED PRELIMINARY TESTING:

Locational skills pretest (see supplement)

GROUP ORIENTATION:

Use a textbook in each subject and rapidly review the parts.
Learn How to Study, Kelner, pp. 32-37

INDIVIDUALIZED:

Modified	General
Mastery of Reading 1, Leavell (see supplement) Dictionary, pp. 30-31 Reader's Guide, p. 119	Be A Better Reader I, Smith pp. 68, 82-83 Learn How to Study, Kelner, p. 26, Chapter 8 Advanced Reading Skills, Gainsburg, Chapter 9 Basic Reading Skills for Junior High School Use, Gray, pp. 162-169

EDL Study Skills, Levels DDD, EEE, FFF

CULMINATING AND EXTENDING:

Advocate continued use in all subject areas.
See posttests (supplement)

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ACTIVITIES AND MATERIALS - GRADE 7

ified	General	Enriched

ine and extend skills in locating and using informational materials

ELIMINARY TESTING:

skills pretest (see supplement)

ATION:

book in each subject and rapidly review the parts.
o Study, Kelner, pp. 32-37

ED:

Reading 1, ee supplement) , pp. 30-31 uide, p. 119	Be A Better Reader I, Smith pp. 68, 82-83 Learn How to Study, Kelner, p. 26, Chapter 8 Advanced Reading Skills, Gainsburg, Chapter 9 Basic Reading Skills for Junior High School Use, Gray, pp. 162-169	Be A Better Reader II, Smith pp. 87, 98-99 Find one article related to a specific article in the current Reader's Digest. Note the issue in which the article appeared. Take notes and then write a brief summary.

Skills, Levels DDD, EEE, FFF

AND EXTENDING:

ontinued use in all subject areas.
sts (supplement)

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enri

SUGGESTED PRELIMINARY TESTING:

Locational skills pretest (See supplement)

GROUP ORIENTATION:

Use a textbook in each subject area and rapidly review the parts.

INDIVIDUALIZED:

Mastery of Reading 2, Leavell (See supplement)	Advanced Skills in Reading 2, Gainsburg, Chapter 8 Basic Reading Skills for High School Use, Monroe, pp. 165, 171	Refer to gen Find two art to a specifi the current I gest. Note i article appe notes and wr mary.

EDL Study Skills, Levels GGG, HHH, III

CULMINATING AND EXTENDING:

Advocate continued use in all subject areas.
See posttests (Supplement)

ACTIVITIES AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	

supplement)

area and rapidly review the parts.

General	Enriched	RESOURCES NOTES & EVALUATIONS
Advanced Skills in Reading 2, Gainsburg, Chapter 8 Basic Reading Skills for High School Use, Monroe, pp. 165, 171	Refer to general track. Find two articles related to a specific article in the current Reader's Digest. Note issue in which article appeared. Take notes and write brief summary.	Invite librarians as resource persons to implement and extend knowledge of locational skills.

HH, III

Campbell, Form and Style in Thesis Writing

subject areas.

<table>
<tr><th></th><th colspan="3">ACTIVITIES AND MATERIALS - GRADE 7</th></tr>
<tr><th>COMMON SKILLS</th><th>Modified</th><th>General</th><th></th></tr>
<tr><td>D. In libraries
1. Organization
a. Card catalog
b. Periodical guides
c. Pamphlet file
2. Rules</td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">V. Study Skills
A. Motives
1. Self improvement
2. Enjoyment of work
3. More free time
4. Better grades
B. Budgeting day
C. Physical setting
1. Suitable place
a. Light
b. Freedom from distraction
2. Definite time
3. Materials collected for assignments
D. Setting purposes
E. Using information
1. Note taking
a. Detecting clues to main facts
b. Marginal notes or underlining in own book</td><td colspan="3">Goal: To develop motives for study and improve means of implemen
GROUP ORIENTATION:
EDL Listen and Read, Tape 11, "Check Your Study Habits."
Learn How to Study, Kelner, pp. 3-15
Discuss places of study. How can they be improved?
Make out a model time budget including time for eating and sle
Discuss how to set purposes for study. (Review frequently.)
Reading for Meaning 7, Guiler
Discuss Advanced Skills in Reading 1, Gainsburg, pp. 287-294
INDIVIDUALIZED:</td></tr>
<tr><td>Mastery of Reading 1, Leavell, p. 68, 69</td><td>Learn How to Study, Kelner, pp. 43-46
EDL Listen and Read, Tape 15, "Outlining - Finding the Skeleton in Listening and Reading"
Advanced Skills in Reading 1, Gainsburg, Chapter 16
Learn How to Study, Kelner, pp. 47-51, 53-60
Reading Skills, Wood, Chapter 21</td><td>Be
p</td></tr>
</table>

ACTIVITIES AND MATERIALS - GRADE 7

ied	General	Enriched

lop motives for study and improve means of implementing the skills

TION:

and Read, Tape 11, "Check Your Study Habits."
o Study, Kelner, pp. 3-15
ces of study. How can they be improved?
model time budget including time for eating and sleeping.
 to set purposes for study. (Review frequently.)
 Meaning 7, Guiler
vanced Skills in Reading 1, Gainsburg, pp. 287-294

D:

Reading 1, . 68, 69	Learn How to Study, Kelner, pp. 43-46 EDL Listen and Read, Tape 15, "Outlining - Finding the Skeleton in Listening and Reading" Advanced Skills in Reading 1, Gainsburg, Chapter 16 Learn How to Study, Kelner, pp. 47-51, 53-60 Reading Skills, Wood, Chapter 21	Be A Better Reader II, Smith, pp. 58, 116

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enr

GROUP ORIENTATION:

Refer to seventh grade.
Describe your place of study. How can it be improved?
How to Study, Preston, Chapters 1 and 2
Make out a time budget for the week.
Discuss how to set purposes for study. (Review them frequently.)
Be A Better Reader III, Smith, pp. 14-15
EDL Listen and Read Tape 14, "The Art of Notemaking"
Discuss Advanced Skills in Reading 2, Gainsburg, pp. 292-296
Reading for Meaning 8, Guiler
SRA IIIb Lab, Teacher's Manual, Notetaking and Outlining

INDIVIDUALIZED:

Mastery of Reading 2, Leavell, pp. 87 New Horizons 1, Brewton, pp. 82-83, 162-163, 167, 237-238, 242, 256, 315, 327-328, 336, 398	Advanced Skills in Reading 2, Gainsburg, pp. 295-322 How to Study, Kelner, Chapter 6 New Horizons 2, Brewton, pp. 71, 130-131, 137, 201-202, 209, 216, 278-279, 288, 342, 414 How to Study, Preston, Chapter 5 Be A Better Reader IV, Smith, Chapter 14 Reader's Digest Educational Edition	Be A Better Smith, pp. New Horizon pp. 139, 26 336, 395, 4 462 Reader's Di tional Edit Be A Better Smith, Chap

ad

ACTIVITIES AND MATERIALS - GRADE 8

RESOURCES
NOTES & EVALUATIONS

General	Enriched

How can it be improved?
:s 1 and 2
week.
or study. (Review them frequently.)
, pp. 14-15
'The Art of Notemaking"
ading 2, Gainsburg, pp. 292-296

l, Notetaking and Outlining

General	Enriched
Advanced Skills in Reading 2, Gainsburg, pp. 295-322 How to Study, Kelner, Chapter 6 New Horizons 2, Brewton, pp. 71, 130-131, 137, 201-202, 209, 216, 278-279, 288, 342, 414 How to Study, Preston, Chapter 5 Be A Better Reader IV, Smith, Chapter 14 Reader's Digest Educational Edition	Be A Better Reader IV, Smith, pp. 35-43 New Horizons 3, Brewton, pp. 139, 264, 268, 332, 336, 395, 400, 457, 459, 462 Reader's Digest Educational Edition Be A Better Reader IV, Smith, Chapter 7

	ACTIVITIES AND MATERIALS - GRADE 7	
COMMON SKILLS	Modified	General
c. Briefing in outline form		
d. Editing for future use		
e. Reading to answer questions (specific purpose)		
2. Outlining		
a. Reviewing ideas SQ3R		
b. Main and subordinate ideas		
c. Form of outlining - sentence or topic		
3. Summarizing		
4. Reporting		
5. Remembering - recalling		
a. Taking interest in topic		
b. Understanding subject matter		
c. Recalling by wholes		
d. Using several senses		
e. Distributing study time		
6. Writing examinations		
a. Preparation		
b. Kinds of tests		
(1) Essay		
(2) Objective		

ACTIVITIES AND MATERIALS - GRADE 7

fied	General	Enriched

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrich

IVITIES AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	

	ACTIVITIES AND MATERIALS - GRADE	
COMMON SKILLS	Modified	General
c. Procedure at test period (1) Reading all items first (2) Underlining important words in directions (3) Budgeting time (4) Rereading answers	CULMINATING AND EXTENDING: Discuss use of these skills in other classes. Students write a bibliographical entry of book they have Teacher prepare a lecture and ask students to outline.	

ACTIVITIES AND MATERIALS - GRADE 7

ied	General	Enriched

ND EXTENDING:

of these skills in other classes.
ite a bibliographical entry of book they have read or of a textbook.
pare a lecture and ask students to outline.

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ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

ACTIVITIES AND MATERIALS - GRADE 8

	General	Enriched

RESOURCES
NOTES & EVALUATIONS

SOCIAL STUDIES SKILLS

SOCIAL STUDIES SKILLS	ACTIVITIES AND MATERIALS - GRADE 7 Modified | General
SOCIAL STUDIES I. Vocabulary A. Word attack - application of common skills B. Word meaning 1. Context 2. Word parts a. Roots b. Prefixes c. Suffixes 3. Specific terms a. Abstract terms b. Technical vocabulary c. Connotation and denotation of words as related to social studies concepts 4. The evolution of words (spelling and meaning)	Goal: To extend vocabulary skills vital to the social studies ar GROUP ORIENTATION: Draw from the class as many words as possible peculiar to soc Ex.: revival, civilizations, crescent, liberty, equality, jus polis (politics). See The Early World, Rochester Course of words in context to demonstrate meaning. Recognize in these Give students the answers to complete sentences. Cover left word attack skills and context clues to determine the meaning Be A Better Reader II, Smith, p. 71 Be A Better Reader I, Smith, pp. 84, 113 CULMINATING AND EXTENDING: Use these skills as need arises during this unit and in other
II. Basic Thought Relationships: Comprehension A. Organization of written material 1. See COMMON SKILLS 2. Recognizing concentration of facts 3. Observing author's organizational aids B. Organization of ideas 1. Developing an understanding of the ways ideas are presented 2. Adjusting reading techniques to suit author's patterns	Goal: To perceive those thought relationships common to the org in social studies materials GROUP ORIENTATION: Ask students to bring social studies textbooks to class. Dis this written material. Advanced Skills in Reading 1, Gainsburg, pp. 193-216 Find the main ideas in paragraphs. Be A Better Reader I, Smith, pp. 48-49 Be A Better Reader II, Smith, pp. 45, 73 Reading Skills, Wood, Chapter 19

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched

To extend vocabulary skills vital to the social studies area

ORIENTATION:

v from the class as many words as possible peculiar to social studies.
revival, civilizations, crescent, liberty, equality, justice, archeology,
is (politics). See The Early World, Rochester Course of Study, Grade 7. Use
is in context to demonstrate meaning. Recognize in these words familiar word parts.

students the answers to complete sentences. Cover left side of the page. Use
attack skills and context clues to determine the meaning of the word.
A Better Reader II, Smith, p. 71
A Better Reader I, Smith, pp. 84, 113

NATING AND EXTENDING:

these skills as need arises during this unit and in other classes.

To perceive those thought relationships common to the organization of ideas
in social studies materials

ORIENTATION:

students to bring social studies textbooks to class. Discuss the organization of
s written material.
vanced Skills in Reading 1, Gainsburg, pp. 193-216

d the main ideas in paragraphs.
A Better Reader I, Smith, pp. 48-49
A Better Reader II, Smith, pp. 45, 73
ading Skills, Wood, Chapter 19

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

GROUP ORIENTATION:

Refer to seventh grade. Use words peculiar to geography: horse latitudes, dol
polar, sinussoidal.

Be A Better Reader III, Smith, pp. 122-125
Word Wealth Junior, Miller
  Part I, pp. 87-90, 91-95
  Part II, pp. 209-212
  Part III, pp. 235, 257, 305, 309, 313, 317, 325

CULMINATING AND EXTENDING:

Refer to seventh grade.

GROUP ORIENTATION:

Refer to seventh grade.

Find the main idea in paragraphs.
Be A Better Reader III, Smith, pp. 62,63
Outlining and sequence
Be A Better Reader IV, Smith, p. 104

IS AND MATERIALS - GRADE 8

General	Enriched	RESOURCES NOTES & EVALUATIONS

Bamman, Hogan, and Green, Reading Instruction in the Secondary School

peculiar to geography: horse latitudes, doldrums,

Lamar, Ellen, "A Social Studies Department Talks Back", Journal of Reading, Vol. X, No. 1, Oct. '66

. 122-125

, 313, 317, 325

Weiss, Reading in the Secondary Schools

. 62,63

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ACTIVITIES AND MATERIALS - GRADE

SOCIAL STUDIES SKILLS	Modified	General
3. Understanding social relationships 4. Understanding statement and support patterns 5. Understanding cause and effect relationships 6. Understanding comparison and contrast 7. Understanding chronological or sequential order. 8. Understanding time-space relationship	INDIVIDUALIZED: Reader's Digest Skill Builders Level 6 Part 3, pp. 90, 98	Be A Better Reader I, Smith, pp. 4-5, 59, 61-62, 85, 90-91, 100-103, 118-119 Advanced Skills in Reading 1 Gainsburg, pp. 105-120, 171-192
C. Establishing a purpose for reading and adjusting rate		Advanced Skills in Reading 1 Gainsburg, Chapter 7
1. SQ3R or a similar study plan 2. Adjusting rate to purpose D. Reaction to material read 1. Interpretation a. Factual recall b. Conceptual - synthesizing detail for generalization c. Extentional - using related data from mass media d. Associational - relating previous experiences to new situations e. Visual identification in geographical and historical settings	EDL Study Skills, Boxes DD, EE, FF, GG Use a grade level approach - see manual Use a skill approach. Identify the skills needing spe class discussion. Follow with skill sheet, using sam levels of difficulty. Teach skill using students' textbooks. Follow with mul EDL worksheets, or put the worksheet on transparency cussion. Using multi-level ability grouping, ask group to choos class. After working on skill on many levels, group they will present to class. Teacher may need to hel parency for presentation. Group presents skill to c	

ACTIVITIES AND MATERIALS - GRADE 7

dified	General	Enriched
ZED:		
Digest Skill Level 6 Part 3, 98	Be A Better Reader I, Smith, pp. 4-5, 59, 61-62, 85, 90-91, 100-103, 118-119 Advanced Skills in Reading 1 Gainsburg, pp. 105-120, 171-192	Be A Better Reader II, Smith, pp. 20-21, 44, 58-59, 62-63, 76-77
	Advanced Skills in Reading 1 Gainsburg, Chapter 7	

Skills, Boxes DD, EE, FF, GG
grade level approach - see manual
skill approach. Identify the skills needing special teaching through informal
s discussion. Follow with skill sheet, using same skill through succeeding
ls of difficulty.
skill using students' textbooks. Follow with multi-copies of examples of
worksheets, or put the worksheet on transparency for class activity and dis-
ion.
multi-level ability grouping, ask group to choose skill to be presented to
s. After working on skill on many levels, group gives teacher idea of skill
will present to class. Teacher may need to help them prepare ditto or trans-
ncy for presentation. Group presents skill to class (5-10 minute presentation).

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enr
INDIVIDUALIZED: See seventh grade.	Be A Better Reader III, Smith, pp. 4-5, 91, 46-47, 52-53, 62-64, 117 Advanced Skills in Reading 2, Gainsburg, pp. 229-238, 245-268	Be A Better pp. 106-109,
	Advanced Skills in Reading 2, Gainsburg, Chapter 10	
EDL Study Skills, Boxes GG, HH, II - Refer to seventh grade		
		Be A Better Smith, pp. 1
EDL Listen and Read, Tape 21, "Reading Between the Lines"		

ACTIVITIES AND MATERIALS - GRADE 8

	General	Enriched	RESOURCES NOTES & EVALUATIONS
	Be A Better Reader III, Smith, pp. 4-5, 91, 46-47, 52-53, 62-64, 117 Advanced Skills in Reading 2, Gainsburg, pp. 229-238, 245-268	Be A Better Reader IV, Smith, pp. 106-109, 110-114	
	Advanced Skills in Reading 2, Gainsburg, Chapter 10		

s GG, HH, II - Refer to seventh grade

Be A Better Reader IV, Smith, pp. 116-119

pe 21, "Reading Between the Lines"

SOCIAL STUDIES SKILLS	ACTIVITIES AND MATERIALS - GRADE Modified	 General
2. Evaluation and critical reading a. Separating relevant from irrelevant b. Distinguishing fact from opinion c. Wariness of author bias and prejudice d. Recognizing persuasion techniques, including propaganda e. Perspective in relation to chronology	Reading for Meaning 6, Coleman, units 2-4, 6, 7-10, 13, 15-19, 21, 22, 25-27, 29	Reading for Meaning 7, Guiler, units 1-4, 6, 7, 16, 18, 22, 34 Be A Better Reader I, Smith, pp. 124-125
3. Appreciation a. Enjoying the method of presentation b. Developing selectivity in social studies reading c. Savoring the tone and style of historical writings	CULMINATING AND EXTENDING: Bring to class a copy of "The Declaration of Independenc and discuss the tone and style (calligraphy) - facsimile Suggest students bring to class copies of old books. Share excerpts from The Old Farmer's Almanac with the cl Almanac). Use bulletin boards for displaying materials brought by	
III. Mechanics A. Silent 1. Adjusting rate to purpose 2. Rereading for needed details 3. Scanning for information B. Oral 1. Reinforcing silent reading 2. Verifying facts 3. Sharing independent reading 4. Group reading (choral-drama)	Goal: To refine the mechanics taught in COMMON SKILLS and to the social studies area. GROUP ORIENTATION: Ask students to survey the material and discuss rates ne called for. Be A Better Reader I, Smith, pp. 4-5, 18-19, 30-31, 48-4 Be A Better Reader II, Smith, pp. 20-21, 44 Read the chapter from Silverberg's Time of the Great Fre ballads in ancient civilization.	

ACTIVITIES AND MATERIALS - GRADE 7

ied	General	Enriched
Meaning 6, ts 2-4, 6, 7- 9, 21, 22,	Reading for Meaning 7, Guiler, units 1-4, 6, 7, 16, 18, 22, 34 Be A Better Reader I, Smith, pp. 124-125	

ND EXTENDING:

ass a copy of "The Declaration of Independence" or "The Mayflower Compact"
the tone and style (calligraphy) - facsimiles if possible.
dents bring to class copies of old books.
pts from The Old Farmer's Almanac with the class. (Also Poor Richard's

n boards for displaying materials brought by students.

---

ine the mechanics taught in COMMON SKILLS and to develop those peculiar
social studies area.

TION:

s to survey the material and discuss rates needed to do the activity

Reader I, Smith, pp. 4-5, 18-19, 30-31, 48-49, 76
Reader II, Smith, pp. 20-21, 44
hapter from Silverberg's Time of the Great Freeze illustrating the use of
ancient civilization.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
	Reading for Meaning 8, Guiler, Units 3, 5, 6, 10 11, 17-20, 22 Be A Better Reader III, Smith, pp. 21-22, 36-37, 76-77, 78, 82-83, 96-97, 116, 124-125	Reading for Meaning Guiler, Units 2, 11,

EDL Listen and Read, Tape 22, "The Power of Persuasion"

Be A Better Reader I
Smith, pp. 115-116

CULMINATING AND EXTENDING:

See seventh grade.

GROUP ORIENTATION:

Refer to seventh grade.
Be A Better Reader III, Smith, pp. 4-5, 31-32, 46, 62-63, 76, 90-91
New Horizons 1, Brewton, pp. 59, 203, 340, 353, 367, 374
New Horizons 2, Brewton, pp. 249, 304-305, 333
New Horizons 3, Brewton, pp. 150, 158, 167, 181, 230, 235, 304

ND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	
for Meaning 8, Units 3, 5, 6, 10 20, 22 tter Reader III, pp. 21-22, 36-37, 76- 82-83, 96-97, 116,	Reading for Meaning 9, Guiler, Units 2, 11, 14, 20	
pe 22, "The Power of Persuasion"		
	Be A Better Reader IV, Smith, pp. 115-116	Geiger, Ray (ed.), Farmers' Almanac

-5, 31-32, 46, 62-63, 76, 90-91
340, 353, 367, 374
4-305, 333
3, 167, 181, 230, 235, 304

ACTIVITIES AND MATERIALS - GRADE 7

SOCIAL STUDIES SKILLS | Modified | General |

C. Listening
  1. For information from teacher and students
  2. To learn from audio aids
  3. For appreciation

IV. Locating and Using Materials
  A. In books
    1. Parts of books
      a. Glossary
      b. Appendix
      c. Bibliography
      d. Index
    2. Aids peculiar to social studies
      a. Political cartoons
      b. Time lines
      c. Other visual aids (maps, charts, graphs, tables, diagrams)
  B. In pamphlets and periodicals
  C. In general references
    1. Encyclopedias - general and historical
    2. Biographical dictionaries
    3. Almanacs
    4. Atlases and gazetteers

CULMINATING AND EXTENDING:

Use students' textbooks to practice different skills and rat
chapter from students' textbooks. Students survey for two m
test on material to illustrate amount learned from survey.
not assume they have studied material! They have only prepa
material.
Plan how these skills may be used in actual class situation.

Goal: To refine the general locational skills and extend thos

GROUP ORIENTATION AND INDIVIDUALIZED:

Each student chooses a topic in which he is interested for
(preferably one that can be used in another subject). Find
three types of sources. Write paper without plagiarizing b
(paraphrasing). Ex.: Nila Banton Smith (Be A Better Reader
the World Almanac is a good source for statistics in the po
Write correct bibliographies in alphabetical order by autho
Each student chooses a place of historical interest he woul
his maps, plans itinerary, and reports his finding, includi

EDL Listen and Read Tape 16, "Language of Charts, Graphs, M
Mastery of Reading 1, Leavell, pp. 41, 108, 118
Be A Better Reader I, Smith, pp. 18-19, 32-33, 76-77, 68-69
Advanced Skills in Reading 1, Gainsburg, pp. 147-158

CULMINATING AND EXTENDING:

After teacher checks papers, students evaluate their streng
class discussion. Students revise papers in preparation fo

Small groups choose topic, prepare, and present skills need

Follow up by rechecking with social studies teachers for we
over of skills taught.
Discuss skill relevance to social studies class and to life

ACTIVITIES AND MATERIALS - GRADE 7

ied	General	Enriched

D EXTENDING:

s' textbooks to practice different skills and rates. Choose an unused
n students' textbooks. Students survey for two minutes. Do exercise or
erial to illustrate amount learned from survey. Caution: students should
they have studied material! They have only prepared themselves to study

ese skills may be used in actual class situation.

ine the general locational skills and extend those peculiar to social studies

TION AND INDIVIDUALIZED:

t chooses a topic in which he is interested for a research paper.
one that can be used in another subject). Find information in at least
of sources. Write paper without plagiarizing but not using footnotes
ng). Ex.: Nila Banton Smith (Be A Better Reader IV, p. 121) tells us that
lmanac is a good source for statistics in the political field.
ct bibliographies in alphabetical order by author.
t chooses a place of historical interest he would like to visit. He gathers
lans itinerary, and reports his finding, including the cost, to the class.

and Read Tape 16, "Language of Charts, Graphs, Maps, and Diagrams"
Reading 1, Leavell, pp. 41, 108, 118
Reader I, Smith, pp. 18-19, 32-33, 76-77, 68-69
kills in Reading 1, Gainsburg, pp. 147-158

AND EXTENDING:

her checks papers, students evaluate their strengths and weaknesses through
ussion. Students revise papers in preparation for use in subject areas.

ps choose topic, prepare, and present skills needed to develop study of topic.

by rechecking with social studies teachers for weaknesses. Note any carry-
ills taught.
kill relevance to social studies class and to life situations.

CULMINATING AND EXTENDING:

Use introductory selections. Outline beginning paragraphs to illustrate usin
different skills and rates.
Be A Better Reader IV, Smith, pp. 104, 110, 112, 115, 116, 120, 121
Apply these skills to an actual class assignment.

GROUP ORIENTATION:

Refer to seventh grade. Expand according to ability of the class, including
direct quotations and footnotes, current periodicals, primary sources and/or
specific materials. Topic should be more limited and specific. Transparenci
footnotes and bibliography (Supplement)
Be A Better Reader III, Smith, pp. 86-87
Be A Better Reader IV, Smith, pp. 110-112, 120
Mastery of Reading 2, Leavell, pp. 94, 96, 97
EDL Listen and Read Tape 23, "News of the Day"
Advanced Skills in Reading 2, Gainsburg, pp. 186-208

CULMINATING AND EXTENDING:

Refer to seventh grade.
Review of reference materials.
Be A Better Reader IV, Smith, pp. 121-122

ACTIVITIES AND MATERIALS - GRADE 8			RESOURCES NOTES & EVALUATIONS
	General	Enriched	
ns. Outline beginning paragraphs to illustrate using s. ith, pp. 104, 110, 112, 115, 116, 120, 121 ctual class assignment.			
xpand according to ability of the class, including using tnotes, current periodicals, primary sources and/or more c should be more limited and specific. Transparencies for y (Supplement) mith, pp. 86-87 ith, pp. 110-112, 120 vell, pp. 94, 96, 97 23, "News of the Day" g 2, Gainsburg, pp. 186-208 ials. ith, pp. 121-122			Saturday Review, current issues Bank of America Traveler's Handbook, current edition Use other travel bureau materials

	ACTIVITIES AND MATERIALS -	
SOCIAL STUDIES SKILLS	Modified	General
D. In libraries - checking resource materials 1. Card catalog 2. Periodical guides 3. Pamphlet file		
V. Study Skills refer to parallel section in COMMON SKILLS (stress outlining to prepare for eighth grade)		

ACTIVITIES AND MATERIALS - GRADE 7

ed	General	Enriched

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

SCIENCE SKILLS

ACTIVITIES AND MATERIALS - GRADE

SCIENCE SKILLS	Modified	General

SCIENCE

I. Vocabulary
  A. Word attack - application of common skills
  B. Word meaning - specialized usage
    1. Context
    2. Word parts
      a. Roots
      b. Prefixes
      c. Suffixes
    3. Symbols, signs, and abbreviations

Goal: To develop a larger and more meaningful science voc

GROUP ORIENTATION:

Write sentences on the board omitting scientific terms. scientific terms to illustrate the economy of subject vo amplification by stimulated emission of radiation has be operate on eyes to repair the tissue of the eye on which (The laser has been used by ophthalmologists to repair t Choose scientific words, divide them into roots, prefixe standing.

INDIVIDUALIZED:

Modified	General
Reader's Digest Science Readers	Advanced Skills in Reading 1, Gainsburg, pp. 86-87 Be A Better Reader I, Smith, pp. 42, 85, 97

CULMINATING AND EXTENDING:

Keep lists of unfamiliar words, pronunciations, and mea

II. Basic Thought Relationships: Comprehension
  A. Structure of written material
    1. Selecting main ideas
      a. Details
      b. Phrases
      c. Clauses
    2. Noting punctuation

Goal: To develop skills necessary to understanding and us

GROUP ORIENTATION:

Choose a section from a science textbook. Find an arti subject. Read to the class and discuss the difference

ACTIVITIES AND MATERIALS - GRADE 7

dified	General	Enriched

evelop a larger and more meaningful science vocabulary

TATION:

ntences on the board omitting scientific terms. Then substitute the ic terms to illustrate the economy of subject vocabulary. Ex.: Light ation by stimulated emission of radiation has been used by doctors who n eyes to repair the tissue of the eye on which the image is focused. r has been used by ophthalmologists to repair the retina.)
cientific words, divide them into roots, prefixes, and suffixes for under-
.

IZED:

Digest Science	Advanced Skills in Reading 1, Gainsburg, pp. 86-87 Be A Better Reader I, Smith, pp. 42, 85, 97	Be A Better Reader II, Smith, pp. 15, 57, 84

G AND EXTENDING:

ts of unfamiliar words, pronunciations, and meanings used in science class.

develop skills necessary to understanding and using scientific information

NTATION:

section from a science textbook. Find an article in a periodical on the same
Read to the class and discuss the difference in the structure of the material.

ACTIVITIES AND MATERIALS - GRADE 8

GROUP ORIENTATION:

Reverse the procedure from seventh grade. Can you translate this sentence? Ex.: Is the moon at apogee simultaneously with neap tide? (Is the moon in it at its furthest point from the earth at the time of the lowest tides?)

Refer to seventh grade. Review and extend the list.

INDIVIDUALIZED:

Modified	General	Enriched
Reader's Digest Science Readers	Advanced Skills in Reading 2 Gainsburg, pp. 82-86, 121-124 (medical) Be A Better Reader III, Smith, pp. 49, 93, 121 Word Wealth Junior, Miller, pp. 187-192	Be A Better Reader Smith, pp. 101-103

CULMINATING AND EXTENDING:

List some roots and affixes on board. Divide the class into groups and see wh group can make up the greatest number of scientific words within a given time

GROUP ORIENTATION:

Choose a subject from a periodical. Ask the students to bring in as many othe references on the same subject as possible. Compare the structure of the diff materials - the advantages and disadvantages of each.

VITIES AND MATERIALS - GRADE 8 General	 Enriched	RESOURCES NOTES & EVALUATIONS
venth grade. Can you translate this sentence? imultaneously with neap tide? (Is the moon in its orbit e earth at the time of the lowest tides?) ew and extend the list.		Science vocabulary list
Advanced Skills in Reading 2 Gainsburg, pp. 82-86, 121-124 (medical) Be A Better Reader III, Smith, pp. 49, 93, 121 Word Wealth Junior, Miller, pp. 187-192	Be A Better Reader IV, Smith, pp. 101-103	Bamman, Hogan, Greene, Reading Instruction in the Secondary School
n board. Divide the class into groups and see which st number of scientific words within a given time limit.		
odical. Ask the students to bring in as many other ct as possible. Compare the structure of the different nd disadvantages of each.		Eash, Maurice J. Reading and Thinking, Chapter 4

	ACTIVITIES AND MATERIALS - GRADE 7	
SCIENCE SKILLS	Modified	General
3. Interpreting formulas and equations	INDIVIDUALIZED:	
4. Classification	Reading for Meaning 6, Coleman, units 5, 12, 20, 23, 28 Reader's Digest Science Readers	Be A Better Reader I, Smith pp. 20-21, 50-51, 54, 58 Be A Better Reader I, Smith, pp. 4-5, 64-65, 78-79, 92-93 Reading for Meaning 7, Guiler, units 5, 8, 9, 10, 11, 12, 34 Advanced Skills in Reading 1, Gainsburg, pp. 18-19, 20-21, 105-110, 117-118, 122-130
B. Organization of ideas		
1. Continuity		
2. Proper sequence		
3. Selectively chosen items		
4. Visualizing problem		
5. Structuring proof		
6. Awareness of interrelationships		
C. Establishing purpose for reading selection		
1. SQ3R or a similar plan		
2. Adjusting rate to purpose		
D. Reaction to material read	Mastery of Reading 1, Leavell, pp. 101-104, 105, 111	
1. Interpretation		
a. Factual recall		
b. Inductive and deductive reasoning		Be A Better Reader I, Smith, pp. 34-35, 110, 121 Advanced Skills in Reading 1, Gainsburg, pp. 190-191
c. Extension to related data		
d. Relating previous knowledge to new situations		
e. Visualizing possible results		
2. Evaluation and critical reading	EDL Study Skills, Robinson, Boxes D, E, F	EDL Study Skills, Robinson, Boxes D, E, F
a. Separating relevant from irrelevant		
b. Distinguishing fact from theory		Be A Better Reader I, Smith, pp. 78-79, 104-105, 120-121
c. Distinguishing fact from opinion		

ACTIVITIES AND MATERIALS - GRADE 7

ified	General	Enriched
ZED:		
or Meaning 6, units 5, 12, 20, Digest Science	Be A Better Reader I, Smith pp. 20-21, 50-51, 54, 58 Be A Better Reader I, Smith, pp. 4-5, 64-65, 78-79, 92-93 Reading for Meaning 7, Guiler, units 5, 8, 9, 10, 11, 12, 34 Advanced Skills in Reading 1, Gainsburg, pp. 18-19, 20-21, 105-110, 117-118, 122-130	Be A Better Reader II, Smith, pp. 36-37, 42-43, 50-51, 64-65, 78-79, 106-107, 122-123, 125
f Reading 1, pp. 101-104,		
	Be A Better Reader I, Smith, pp. 34-35, 110, 121 Advanced Skills in Reading 1, Gainsburg, pp. 190-191	Be A Better Reader II, Smith, pp. 22-23
y Skills, Robin- es D, E, F	EDL Study Skills, Robinson, Boxes D, E, F	EDL Study Skills, Robinson, Boxes D, E, F
	Be A Better Reader I, Smith, pp. 78-79, 104-105, 120-121	Be A Better Reader II, Smith, pp. 59, 85, 92-93, 106-107, 122-123

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
INDIVIDUALIZED:		
Reader's Digest Science Readers Reading for Meaning 6, Coleman. Refer to seventh grade. Mastery of Reading 2, Leavell, pp. 82-83, 84-85	Advanced Skills in Reading 2, Gainsburg, pp. 1-17, 20-34, 209-220, 220-226 Reading for Meaning 8, Guiler, Units 2, 7, 9, 12, 13, 15, 24 Be A Better Reader III, Smith, pp. 6-7, 22-23, 38-39, 85, 99, 126-127	Reading for Meaning 9, Guiler, Units 7, 17, 24 Be A Better Reader IV, Smith, pp. 79-81, 82-85, 85-89, 93-95 Advanced Skills in Readi Gainsburg, pp. 125-132
	Advanced Skills in Reading 2, Gainsburg, pp. 250-255	
EDL Study Skills, Robinson, Boxes G, H, I	EDL Study Skills, Robinson, Boxes G, H, I	EDL Study Skills, Robinson, Boxes G, H, I
	Be A Better Reader III, Smith, pp. 48, 54-55, 70-71	Be A Better Reader IV, Smith, pp. 89-93, 96-98

TIES AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	
vanced Skills in Reading Gainsburg, pp. 1-17, 20- , 209-220, 220-226 ading for Meaning 8, iler, Units 2, 7, 9, 12, , 15, 24 A Better Reader III, ith, pp. 6-7, 22-23, 38- , 85, 99, 126-127	Reading for Meaning 9, Guiler, Units 7, 17, 24 Be A Better Reader IV, Smith, pp. 79-81, 82-85, 85-89, 93-95 Advanced Skills in Reading 2, Gainsburg, pp. 125-132	Weiss, Reading in the Secondary Schools
vanced Skills in Reading Gainsburg, pp. 250-255		DeKruif, Paul, Hunger Fighters Men Against Death Microbe Hunters
L Study Skills, Rob- son, Boxes G, H, I A Better Reader III, ith, pp. 48, 54-55, -71	EDL Study Skills, Rob- inson, Boxes G, H, I Be A Better Reader IV, Smith, pp. 89-93, 96-98	

ACTIVITIES AND MATERIALS - GRADE

SCIENCE SKILLS	Modified	General

d. Judging reliability of a source
e. Drawing inferences and conclusions
f. Determining cause and effect
g. Sensing time and space relationships

3. Appreciation
   - a. Aesthetic
   - b. Relation to a person's life
   - c. Origins and history
   - d. Speculation toward the future

III. Mechanics
- A. Silent
  - 1. Adjusting rate to purpose
  - 2. Rereading for specific purposes
    - a. Detail
    - b. Sequence
    - c. Classification
- B. Oral - see COMMON SKILLS
- C. Listening
  - 1. For information from teacher and students
  - 2. To learn from audio aids
  - 3. For appreciation

CULMINATING AND EXTENDING:

Choose a subject. List as many resources as possible. page numbers.

Goal: To select the rates appropriate to the purpose of culty of the material

GROUP ORIENTATION:

Find two articles on the same subject. Discuss the rat your purpose. (SQ3R)
Be A Better Reader I, Smith, pp. 6-7
Reader's Digest Advanced Skill Builders Book One, pp. 8
Choose appropriate selections from Standard Test Lesson
Book C and the first half of Book D

Share independent reading

Use selections from Standard Test Lessons in Reading, M

CULMINATING AND EXTENDING:

Discuss the application of these skills in science and

MINATING AND EXTENDING:

hoose a subject. List as many resources as possible. Write a bibliography including age numbers.

l: To select the rates appropriate to the purpose of the assignment and the difficulty of the material

UP ORIENTATION:

ind two articles on the same subject. Discuss the rates you would use according to our purpose. (SQ3R)
e A Better Reader I, Smith, pp. 6-7
eader's Digest Advanced Skill Builders Book One, pp. 89-98
hoose appropriate selections from *Standard Test Lessons in Reading*, McCall-Crabbs, ook C and the first half of Book D

hare independent reading

se selections from *Standard Test Lessons in Reading,* McCall-Crabbs, as listening tests.

LMINATING AND EXTENDING:

Discuss the application of these skills in science and health classes.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

CULMINATING AND EXTENDING:

Write a research paper (if activity not used in social studies).
Prepare an experiment for demonstration in a science class. State problem, lis
materials, state procedure, predict outcome, and record actual outcome.
Outline the skills section in Be A Better Reader IV, Smith, pp. 76-98

GROUP ORIENTATION:

Teach mechanics using Be A Better Reader IV, Smith, pp. 77-103
Choose appropriate selections from Standard Test Lessons in Reading, McCall Crab
Books D and first half of Book E.

Share independent reading.

Refer to seventh grade.

CULMINATING AND EXTENDING:

Refer to seventh grade.

ITIES AND MATERIALS - GRADE 8

General	Enriched

RESOURCES
NOTES & EVALUATIONS

ivity not used in social studies).
nstration in a science class. State problem, list
edict outcome, and record actual outcome.
Be A Better Reader IV, Smith, pp. 76-98

ter Reader IV, Smith, pp. 77-103
from Standard Test Lessons in Reading, McCall Crabbs,
E.

	ACTIVITIES AND MATERIALS - GRAD	
SCIENCE SKILLS	Modified	General
IV. Locating and Using Materials A. In books 1. Parts of books a. Glossary b. Appendix c. Bibliography d. Index 2. Aids peculiar to science a. Headings and subheadings b. Visual aids c. Chapter aids B. In pamphlets and periodicals C. In general references 1. Encyclopedias - general and scientific 2. Almanacs D. In libraries 1. Card catalog 2. Periodical guides 3. Pamphlet file	Goal: To become more efficient in the use of science refer GROUP ORIENTATION: Ask students to bring to class their science books (or u textbooks). Discuss the parts of a book and book aids. INDIVIDUALIZED: Make a collection of science magazines. Accept scienti zines. If possible, make bulletin boards of these mat Natural History Magazine Popular Mechanics Popular Science Monthly Science Digest Scientific American Science Newsletter CULMINATING AND EXTENDING: Choose a project connected with science. List equipment. List steps in completing project. Discuss hobby possibilities in scientific fields.	Be A Better Reader I, Smith pp. 82-83
V. Study Skills - refer to parallel section in COMMON SKILLS (Stress outlining and note-taking.)	Goal: To extend the study skills applicable to science, taking. GROUP ORIENTATION: EDL Listen and Read, Tape 15, "Outlining - Finding the	

ACTIVITIES AND MATERIALS - GRADE 7

ed	General	Enriched

more efficient in the use of science reference materials.

ON:

to bring to class their science books (or use a class set of outdated
Discuss the parts of a book and book aids.

	Be A Better Reader I, Smith, pp. 82-83	Be A Better Reader II, Smith, pp. 98-99

tion of science magazines. Accept scientific articles from other maga-
ossible, make bulletin boards of these materials:
ory Magazine
anics
nce Monthly
st
merican
Letter

D EXTENDING:

ject connected with science.
nt.
n completing project.
y possibilities in scientific fields.

end the study skills applicable to science, especially outlining and note-
.

TION:

and Read, Tape 15, "Outlining - Finding the Skeleton in Reading and Listening"

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

GROUP ORIENTATION:

Refer to seventh grade. Ask students to bring either (or both) science and healt books. Prepare transparencies of parts of books omitting the title or some essen part (the legend on a map). Be ready to supply missing part with a second transpa cy.

Ask students to select a topic, use two resource materials, and chart the agreemen and disagreements.

CULMINATING AND EXTENDING:

Choose a scientific prediction from an almanac. Check to see if it was correct.
Ex.: Weather forecasts, eclipse predictions, and tide predictions, from Farmers' Almanac.
Through discussion list scientific superstitions. Ex.: Water witching (willow st
Synthesizing information
Be A Better Reader III, Smith, pp. 118-119
Be A Better Reader IV, Smith, pp. 98-100

GROUP ORIENTATION:

EDL Listen and Read, Tape 14, "The Art of Notetaking"

TIES AND MATERIALS - GRADE 8

General | Enriched

RESOURCES
NOTES & EVALUATIONS

tudents to bring either (or both) science and health text-
of parts of books omitting the title or some essential
ready to supply missing part with a second transparen-

use two resource materials, and chart the agreements

from an almanac. Check to see if it was correct.
se predictions, and tide predictions, from Farmers'

ific superstitions. Ex.: Water witching (willow sticks)

, pp. 118-119
pp. 98-100

The Art of Notetaking"

SCIENCE SKILLS	ACTIVITIES AND MATERIALS -	
	Modified	General
	INDIVIDUALIZED:	
		Advanced Skills in Read 1, Gainsburg, pp. 203- 206-207, 213-216
	CULMINATING AND EXTENDING:	
	Teacher select a card from SRA Organizing and Repor projector. Red - AR #5 - "Outlining" DR #8 - "Outlining" Red - ER #3 - "Notetaking"	

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
LIZED:		
	Advanced Skills in Reading 1, Gainsburg, pp. 203-205, 206-207, 213-216	Be A Better Reader II, Smith, pp. 42-44, 58, 64-65, 106-107 116

NG AND EXTENDING:

r select a card from SRA Organizing and Reporting Lab to be shown on opaque
or.
AR #5 - "Outlining"
OR #8 - "Outlining"
ER #3 - "Notetaking"

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
INDIVIDUALIZED:		
Mastery of Reading 2, Leavell, pp. 87-89	Advanced Skills in Reading 2, Gainsburg, pp. 242-244	
CULMINATING AND EXTENDING:		
Refer to seventh grade. Green - ER #2 - "Outlining" AR #4 - "Outlining"		

TIES AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	
anced Skills in Reading 2, nsburg, pp. 242-244		
		SRA Organizing and Reporting Skills Lab (Reading Center)

LITERATURE SKILLS

ACTIVITIES AND MATERIALS - GRADE

LITERATURE SKILLS	Modified	General

LITERATURE

I. Vocabulary
  A. Word attack
  B. Word meaning
    1. Context
    2. Etymology
    3. Descriptive language
      a. Idioms
      b. Informal English
      c. Dialect
      d. Literary allusions
      e. Figures of speech

Goal: To realize how the use of words gives power and deepe

GROUP ORIENTATION:

Put on the board examples of descriptive language. Discus
Ex.: Would you please pinchhit for me on the panel this a
I got it straight from the horse's mouth.
Don't look a gift horse in the mouth.
EDL Listen and Read Tape 24, "Figurative Language"

INDIVIDUALIZED:

Modified	General
Mastery of Reading 1, Leavell, pp. 33, 55, 60, 94	Advanced Skills in Reading 1, Gainsburg, pp. 232-233 Reading With Purpose, Leavell, pp. 68, 126, 200, 338

CULMINATING AND EXTENDING:

Ask students to bring in examples of descriptive languag magazines.

II. Basic Thought Relationship: Comprehension
  A. Organization of written materials
  B. Organization of ideas
    1. Plot structure
      a. Point of view (note tense and person)

Goal: To appreciate and enjoy written language through be

GROUP ORIENTATION:

Teacher read aloud different types of literature to whet
(Teacher should practice beforehand.)
"The Cremation of Sam McGee"
"The Twins"
Discuss mechanics.

ACTIVITIES AND MATERIALS - GRADE 7

	General	Enriched

how the use of words gives power and deeper meaning to literature.

examples of descriptive language. Discuss with the class.
lease pinchhit for me on the panel this afternoon?
raight from the horse's mouth.
a gift horse in the mouth.
ead Tape 24, "Figurative Language"

ing 1, , 55,	Advanced Skills in Reading 1, Gainsburg, pp. 232-233 Reading With Purpose, Leavell, pp. 68, 126, 200, 338	Be A Better Reader II, Smith, pp. 3, 18-19, 75 Reading for Significance, Leavell, pp. 18, 59-60, 230-231, 276, 297, 371, 409, 428

XTENDING:

bring in examples of descriptive language from newspapers and

iate and enjoy written language through better understanding

N:

loud different types of literature to whet the appetites of students.
practice beforehand.)
of Sam McGee"

ics.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

GROUP ORIENTATION:

Ask the students to bring in examples of descriptive language: spoonerisms, malapro isms, swifties, hyperboles, similes, metaphors, cliches. Post on the bulletin boar

Word Wealth Junior, Miller
Action: pp. 33-35, 41-44, 73-76, 121-124, 143-146
Character: pp. 29-32, 61-64, 65-68, 125-128, 129-132, 341
Descriptive: pp. 21-24, 49-52, 53-56, 78-80, 90-102, 159-162, 171-174, 179-182, 194, 199-202, 203-207, 253-255

INDIVIDUALIZED:

Mastery of Reading 2, Leavell, pp. 62-64, 65, 74, 77 New Horizons 1, Brewton, "Skills for Better Reading" sections, pp. 1-125, 131, 148, 307, 341, 388	Advanced Skills in Reading 2, Gainsburg, p. 149 New Horizons 2, Brewton, "Skills for Better Reading" section, also pp. 12, 29, 84	Be A Better Reader IV, Sm pp. 150-153 New Horizons 3, Brewton, "Skills for Better Readin sections, also pp. 219, 3 320

CULMINATING AND EXTENDING:

Refer to seventh grade. (Include Mad Magazine.)

GROUP ORIENTATION:

Refer to seventh grade.
Ogden Nash's poetry.
Jack London's short stories.
Poetry sections in New Horizons 1, 2, 3, Brewton
Be A Better Reader IV, Smith, pp. 126-149

AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	
s of descriptive language: spoonerisms, malaprop- metaphors, cliches. Post on the bulletin board.		Bamman, Hogan, and Greene, Reading Instruction in the Secondary School
121-124, 143-146 68, 125-128, 129-132, 341 -56, 78-80, 90-102, 159-162, 171-174, 179-182, 191-		
Skills in Reading 2, g, p. 149 izons 2, Brewton, for Better Reading" also pp. 12, 29, 84	Be A Better Reader IV, Smith, pp. 150-153 New Horizons 3, Brewton, "Skills for Better Reading" sections, also pp. 219, 315, 320	
Magazine.)		
		Eash, Maurice J., Reading and Thinking Weiss, Reading in the Secondary Schools
, 3, Brewton 6-149		

ACTIVITIES AND MATERIALS - GRADE 7

LITERATURE SKILLS	Modified	General

(1) Audience
(2) Author
(3) Omniscient
b. Conflict
c. Comparison-contrast
d. Sequence
e. Cause-effect
f. Time-spatial relationships
2. Character study
3. Social relationships
C. Establishing a purpose for reading and adjusting rate
D. Reaction to material read
1. Interpreting at several levels
a. Simple recall
b. Associative
c. Apperceptive - relate to past experiences
d. Integrative
2. Critical evaluation
a. Selection
(1) Detecting author bias
(2) Reading controversial material
(3) Finding author's purpose
(4) Satisfying reader's purpose
b. Significance
3. Appreciation
a. Aesthetic involvement
b. Author's style, purpose, technique

Illustrate during student activities.
Poetry or other selections on records.

INDIVIDUALIZED:

Advanced Skills in Reading 1, Gainsburg, pp. 33-34, 114-115
143-146, 208-210, 255-279, 280-283
Mastery of Reading 1, Leavell, pp. 10, 42, 65-67, 89, 90, 9
117, 122
Be A Better Reader I, II, Smith, Literature sections for ea

From a theme develop the skills. Ex.: theme - heroes

Reading With Purpose, Leavell, "Ghost of '76" Reading for Significance, Leavell, "Babe Ruth's Cap" "A Lesson in Sailing"	Reading With Purpose, Leavell, "Commissar's Son" Reading for Significance, Leavell, "A Skyscraper Athlete", "Airtight Case"

Thought relationships for discussion - see Skills outline.
1. Point of view: What is a hero? How does the author p
is the conflict?
2. Character study: Is this character true to life? How
3. Did you set a purpose and a rate? Did you read accord
appropriate to the purpose you set?
4. What was the author's purpose in writing this selectio
accomplished his purpose?
5. Did you enjoy this story? Why or why not?
6. How would you change it?
7. How would a change of time, place, or sex affect the c

Teacher may record additional themes and materials using no
the space below.

ate during student activities.
or other selections on records.

LIZED:

ed Skills in Reading 1, Gainsburg, pp. 33-34, 114-115, 119-120, 137-141, 142,
5, 208-210, 255-279, 280-283
y of Reading 1, Leavell, pp. 10, 42, 65-67, 89, 90, 92, 93, 95-97, 114, 116,
22
etter Reader I, II, Smith, Literature sections for each unit

theme develop the skills. Ex.: theme - heroes

g With Purpose, l, "Ghost of '76" g for Significance, l, "Babe Ruth's Cap" son in Sailing"	Reading With Purpose, Leavell, "Commissar's Son" Reading for Significance, Leavell, "A Skyscraper Athlete", "Airtight Case"	Reading With Purpose, Leavell, "First Command" "Secret for Two" Reading for Significance, Leavell, "Stop the Presses" "Slowly the Lights Go Out"

t relationships for discussion - see Skills outline.
oint of view: What is a hero? How does the author point out the hero? What
s the conflict?
haracter study: Is this character true to life? How would you have reacted?
id you set a purpose and a rate? Did you read accordingly? Was your rate
ppropriate to the purpose you set?
hat was the author's purpose in writing this selection? Do you feel that he
ccomplished his purpose?
id you enjoy this story? Why or why not?
ow would you change it?
ow would a change of time, place, or sex affect the outcome?
r may record additional themes and materials using novels, poems, essays, in
ace below.

ACTIVITIES AND MATERIALS - GRADE 8

INDIVIDUALIZED:

Be A Better Reader IV, Smith, pp. 126-153
Advanced Skills in Reading 2, Gainsburg, pp. 143-160, 245-250, 269-270
Mastery of Reading 2, Leavell, pp. 38-44, 49, 51-53, 56-57, 60-64, 68-69, 72-76, 78-8
104-106, 110-111, 115-125

Refer to seventh grade. Ex.: theme - heritage

Modified	General	Enriched
New Horizons 1, Brewton, "Beowulf", "Ulysses"	New Horizons 2, Brewton "Rip Van Winkle", "A Struggle for Life", "Most Valuable Player"	New Horizons 3, Brewton "Penelope", "Ring Out Wild Bells"

Refer to seventh grade.

1. What story that you have seen recently has the same plot or character (comics included)?
2. What makes a story a classic? Would you consider these selections classics?

Teacher may record additional themes and materials in the space below.

TIVITIES AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	

h, pp. 126-153

2, Gainsburg, pp. 143-160, 245-250, 269-270

11, pp. 38-44, 49, 51-53, 56-57, 60-64, 68-69, 72-76, 78-80,

: theme - heritage

General	Enriched
New Horizons 2, Brewton "Rip Van Winkle", "A Struggle for Life", "Most Valuable Player"	New Horizons 3, Brewton "Penelope", "Ring Out Wild Bells"

ve seen recently has the same plot or character (comics

lassic? Would you consider these selections classics?

themes and materials in the space below.

ACTIVITIES AND MATERIALS - GRADE 7

LITERATURE SKILLS	Modified	General
c. Discrimination in choice of books d. Appreciating many kinds of books	CULMINATING AND EXTENDING: Ask students to read a biography or historical novel on the author's purpose.	
III. Mechanics A. Silent reading B. Oral reading 1. Developing competence in reading prose, poetry, and drama 2. Developing effective reader-audience relationship C. Listening	Goal: To extend the appreciation of literature through oral a GROUP ORIENTATION AND PRACTICE: Refer to Common Skills for materials. Teach the silent reading skills on the materials listed in t Practice sharing favorite selections through prepared oral r Basic Reading Skills for Junior High School Use, Gray, pp. l Mastery of Reading 1, Leavell, pp. 47, 57, 59, 77-88 CULMINATING AND EXTENDING: Distribute and discuss book lists with students. Teachers share with students TAB book lists from Scholastic "Swap Shop" - after students have read books they may want t	
IV. Locating and Using Materials A. In books 1. Parts of books a. Table of contents b. Index of titles c. Index of authors d. Index of first lines	Goal: To become better acquainted with literary reference ma PRELIMINARY TESTING AND GROUP ORIENTATION: Pretest from Be A Better Reader II, Smith, p. 117 Teach locational skills that are needing reinforcement. Discuss magazines with students. Ask each student to choose he is not familiar. After studying several issues he is to according to type and use. Share findings with the group.	

INATING AND EXTENDING:

k students to read a biography or historical novel on the same theme or topic. Tell thor's purpose.

: To extend the appreciation of literature through oral and silent reading

P ORIENTATION AND PRACTICE:

fer to Common Skills for materials.
ach the silent reading skills on the materials listed in this Literature section.
actice sharing favorite selections through prepared oral reading.
sic Reading Skills for Junior High School Use, Gray, pp. 175-192
stery of Reading 1, Leavell, pp. 47, 57, 59, 77-88

INATING AND EXTENDING:

stribute and discuss book lists with students.
achers share with students TAB book lists from Scholastic Magazine.
wap Shop" - after students have read books they may want to exchange.

: To become better acquainted with literary reference materials

IMINARY TESTING AND GROUP ORIENTATION:

etest from Be A Better Reader II, Smith, p. 117
ach locational skills that are needing reinforcement.
iscuss magazines with students. Ask each student to choose a magazine with which is not familiar. After studying several issues he is to evaluate the magazine cording to type and use. Share findings with the group.

CULMINATING AND EXTENDING:

Ask students to read further in the same works and compare.
Read a contemporary work and list likenesses and differences. Predict whether or no
this will become a classic.
Outline the skills section in Be A Better Reader IV, Smith, pp. 126-149

GROUP ORIENTATION AND PRACTTCE:

Refer to seventh grade.
Basic Skills in Reading for High School Use, Monroe, pp. 177-192
Mastery of Reading 2, Leavell, pp. 45-47, 54-55

CULMINATING AND EXTENDING:

Distribute and discuss book lists with students.
New Horizons 1, 2, 3, Brewton, suggested books at the end of each unit
Teachers share with students TAB and Challenges (AEP) book lists and summaries.

PRELIMINARY TESTING AND GROUP ORIENTATION:

Resource material - Be A Better Reader IV, Smith, pp. 149-150
Discuss with students resource materials. Teacher determines weaknesses in knowledg
of resources. Divide the class into groups to report on these resources.

CTIVITIES AND MATERIALS - GRADE 8

	General	Enriched

er in the same works and compare.
nd list likenesses and differences. Predict whether or not
.
in Be A Better Reader IV, Smith, pp. 126-149

CE:

r High School Use, Monroe, pp. 177-192
ell, pp. 45-47, 54-55

k lists with students.
ton, suggested books at the end of each unit
ts TAB and Challenges (AEP) book lists and summaries.

P ORIENTATION:

etter Reader IV, Smith, pp. 149-150
urce materials. Teacher determines weaknesses in knowledge
class into groups to report on these resources.

RESOURCES
NOTES & EVALUATIONS

Alm, Richard S.,
Books for You

Bamman, Hogan, and Greene,
Reading Instruction in the Secondary School

Book List, American Library Association

Carlsen, Books and the Teen-Age Reader

Junior Booklist, National Association of Independent Schools

Junior Challenges Teacher's Guide - Senior Challenges Teacher's Guide

Media and Methods

Resources for the Teaching of English (current issue)

Willard, Charles B.,
Your Reading - A Book List for Junior High School

ACTIVITIES AND MATERIALS - GRADE

LITERATURE SKILLS	Modified	General

B. In pamphlets and periodicals

C. In general reference
  1. Dictionaries
  2. Anthologies
  3. Books of quotations
  4. Maps and atlases

D. In library
  1. Card catalog
  2. Reader's guides

V. Study Skills - refer to parallel section in COMMON SKILLS

Literary levels:
  1. New Yorker, Harper's Atlantic Monthly
  2. Saturday Evening Post, Good Housekeeping, Redbook
  3. Romances, Confessions, Westerns ("pulps" or "slicks"

Bartlett's Familiar Quotations
Stevenson's Home Book of Quotations (and others)

CULMINATING AND EXTENDING:

Ask students to choose a subject of interest to them. Fi have said about this subject. How many quotations on thi Encourage students to make individual reports on a subje of quotations.

Goal: To recognize recreational reading as an essential pa iterary levels:

1. New Yorker, Harper's Atlantic Monthly
2. Saturday Evening Post, Good Housekeeping, Redbook
3. Romances, Confessions, Westerns ("pulps" or "slicks")

artlett's Familiar Quotations

tevenson's Home Book of Quotations (and others)

INATING AND EXTENDING:

sk students to choose a subject of interest to them. Find out what other people ave said about this subject. How many quotations on this subject?

ncourage students to make individual reports on a subject, including examples f quotations.

1: To recognize recreational reading as an essential part of study time

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

Book review sources:

Book List, Book Review Digest, McGill's Masterpieces of World Literature in Digest Form, Saturday Review, Time, Newsweek, Brewer's Dictionary of Phrase and Fable, The Reader's Encyclopedia, Dictionary of American Biography, Who's Who, Who's Who in America, Current Biography, Twentieth Century Authors, Be A Better Reader IV, Smith, p. 149, Literary and Historical Atlas of America, Literary and Historical Atlas of Europe, Book Lover's Map of America, Map of Great Adventures

CULMINATING AND EXTENDING:

Ask students to skim several book reviews and choose one they might like to read. Look up author in one of the sources. Use atlases to find location. Share material in a report to class.

TIES AND MATERIALS - GRADE 8

General	Enriched

, McGill's Masterpieces of World Literature in Digest
Newsweek, Brewer's Dictionary of Phrase and Fable,
ictionary of American Biography, Who's Who, Who's Who
, Twentieth Century Authors, Be A Better Reader IV,
istorical Atlas of America, Literary and Historical
Map of America, Map of Great Adventures

ok reviews and choose one they might like to read.
urces. Use atlases to find location. Share material

RESOURCES
NOTES & EVALUATIONS

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MATHEMATICS AND OTHER TECHNICAL MATERIALS SKILLS

ACTIVITIES AND MATERIALS -

MATHEMATICS SKILLS	Modified	General

MATHEMATICS AND OTHER TECHNICAL MATERIALS

I. Vocabulary
  A. Word attack - application of common skills
  B. Word meaning - specialized usage
    1. Context
    2. Word parts
      a. Roots
      b. Prefixes
      c. Suffixes
    3. Symbols, signs, and abbreviations

Goal: To recognize and use vocabulary peculiar to th

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Discuss multiple usage, roots, and affixes. Ex.: f
-itis, -ectomy, -ater, -ologist, -ology, mono-, bi-
from the class).
Ask each student to keep a list of new words in eac

INDIVIDUALIZED:

Modified	General
New Practice Readers, Book E, Units 9 Book F, Units 6 Book G, Units 7	Be A Better Reader I, Smith, pp. 71, 96, 114 Advanced Skills in Read 1, Gainsburg, pp. 177-1 (Time relationship)

CULMINATING AND EXTENDING:

Ask students to hand in lists of words and their me
by discussion and/or putting words on the board. M
give to the class.

II. Basic Thought Relationships: Comprehension
  A. Organization of written material
    1. Mathematical sentence
      a. Equations
      b. Formulas
      c. Inequations
      d. Others

Goal: To perceive thought relationships common to th
mathematics and other technical materials

GROUP ORIENTATION:

Select examples from the newspaper in the recipe or
discuss vocabulary peculiar to these subjects.
Use these same examples to discuss how to attack th
Use transparencies to write formulas and equations.

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched

al: To recognize and use vocabulary peculiar to the field

GGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Discuss multiple usage, roots, and affixes. Ex.: fold, file, rasp, scope, manual, -itis, -ectomy, -ater, -ologist, -ology, mono-, bi-, tri-, trans-, circum- (supplement from the class).
Ask each student to keep a list of new words in each area for sharing and testing.

DIVIDUALIZED:

New Practice Readers, Book E, Units 9 Book F, Units 6 Book G, Units 7	Be A Better Reader I, Smith, pp. 71, 96, 114 Advanced Skills in Reading 1, Gainsburg, pp. 177-179 (Time relationship)	Be A Better Reader II, Smith, pp. 31, 56

LMINATING AND EXTENDING:

Ask students to hand in lists of words and their meanings. Share with the class by discussion and/or putting words on the board. Make a test from the lists to give to the class.

oal: To perceive thought relationships common to the organization of ideas in mathematics and other technical materials

ROUP ORIENTATION:

Select examples from the newspaper in the recipe or the "do-it-yourself" sections and discuss vocabulary peculiar to these subjects.
Use these same examples to discuss how to attack the problems.
Use transparencies to write formulas and equations. (Supplement)

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

See seventh grade.

INDIVIDUALIZED:

New Practice Readers, Book E, Units 9 Book F, Units 6 Book G, Units 7	Be A Better Reader III, Smith, p. 65 Advanced Skills in Reading 2, Gainsburg, pp. 107-108 Word Wealth Junior, Miller, pp. 187-190, 265-269, 272-274	Be A Better Reader IV, Smith, pp. 170-171 Be A Better Reader III, Smith, p. 107 Word Wealth Junior, Mil pp. 151-158, 167-170, 3 333

CULMINATING AND EXTENDING:

Discuss the need for observing multiple meanings. Discuss how to force oneself t use these in spoken and written vocabulary.

GROUP ORIENTATION:

Refer to seventh grade.
Ditto a selection omitting the punctuation. Ask students to fill in the punctuat
Then discuss the necessity for correct punctuation.
Be A Better Reader III, Smith, pp. 114-115
Be A Better Reader IV, Smith, p. 154
SRA Lab IIIb, "Power Builders", Rose Section 15
Use transparencies to write formulas and equations (Supplement).

TIVITIES AND MATERIALS - GRADE 8

General	Enriched

AND GROUP ORIENTATION:

Be A Better Reader III, Smith, p. 65 Advanced Skills in Reading 2, Gainsburg, pp. 107-108 Word Wealth Junior, Miller, pp. 187-190, 265-269, 272-274	Be A Better Reader IV, Smith, pp. 170-171 Be A Better Reader III, Smith, p. 107 Word Wealth Junior, Miller, pp. 151-158, 167-170, 330-333

ving multiple meanings. Discuss how to force oneself to
itten vocabulary.

the punctuation. Ask students to fill in the punctuation.
for correct punctuation.
ith, pp. 114-115
th, p. 154
ers", Rose Section 15
e formulas and equations (Supplement).

RESOURCES
NOTES & EVALUATIONS

Bamman, Hogan, and Greene, Reading Instruction in the Secondary School

Stone, Grover, et al, New Practice Readers (See Reading Center)

Weiss, M. Jerry, Reading in the Secondary School, Chapters 34, 35, 36

Wrightstone, J. Wayne, How to be a Better Student

	ACTIVITIES AND MATERIALS - GRADE	
MATHEMATICS SKILLS	Modified	General
2. Problem analysis a. Structure of the question b. Main idea (1) Details (2) Phrases (3) Clauses c. Punctuation 3. Problem attack	INDIVIDUALIZED: New Practice Readers	Be A Better Reader I, Smith, pp. 22-23, 36-37, 52-53, 66-67, 80-81, 92-95, 122 Advanced Skills in Reading 1, Gainsburg, pp. 112-113, 126-127
B. Organization of ideas 1. Continuity 2. Proper sequence 3. Selectively chosen items 4. Visualizing problem 5. Structuring proof C. Purpose for reading selection D. Reaction to material read 1. Interpretation a. Determining significance of the question b. Separating extraneous and irrelevant facts c. Determining meaning of directions and complying d. Interpreting charts and graphs, tables, diagrams e. Charting information for problem solution 2. Evaluation and critical reading	CULMINATING AND EXTENDING: Stories with a mathematical basis for the teacher to shar The Modern Library, "Robinson Crusoe", p. 70. Ask student description given. Mathematical Magpie, Fadiman, Clifton Mathematics, Life Series The World of Mathematics, Newman, James, "The Law", p. 226 Fantasia Mathematics, Fadiman, Clifton, "A Subway Named M	

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
DUALIZED:		
Practice Readers	Be A Better Reader I, Smith, pp. 22-23, 36-37, 52-53, 66-67, 80-81, 92-95, 122 Advanced Skills in Reading 1, Gainsburg, pp. 112-113, 126-127	Be A Better Reader II, Smith, pp. 38, 52, 80, 94, 108, 124

ATING AND EXTENDING:

ies with a mathematical basis for the teacher to share with the class
Modern Library, "Robinson Crusoe", p. 70. Ask students to draw a map from the
scription given.
ematical Magpie, Fadiman, Clifton
ematics, Life Series
World of Mathematics, Newman, James, "The Law", p. 2268
asia Mathematics, Fadiman, Clifton, "A Subway Named Mobius", p. 222

ACTIVITIES AND MATERIALS - GRADE 8

INDIVIDUALIZED:

Modified	General	Enriched
New Practice Readers	Be A Better Reader III, Smith, pp. 40-41, 56-57, 72-73, 86-87, 100-101, 114-115, 128 Advanced Skills in Reading 2, Gainsburg, pp. 102-103, 132-140, 229-233	Be A Better Reader IV, Sm pp. 154-169

CULMINATING AND EXTENDING:

Refer to seventh grade.
Flatland, Abbott, E.
The World of Mathematics, Vol. 4, Newman, James
"Math in Warfare", p. 2138
"Cycloid Pudding", p. 2214
"Young Archimedes", p. 2223
"Geometry in the South Pacific", p. 2252
"What Tortoise Said to Achilles and Other Riddles", p. 2402
"Math for Golfers", p. 2456
"Common Sense and the Universe", p. 2460
"Math of Music", p. 2276

IVITIES AND MATERIALS - GRADE 8

General	Enriched
Be A Better Reader III, Smith, pp. 40-41, 56-57, 72-73, 86-87, 100-101, 114-115, 128 Advanced Skills in Reading 2, Gainsburg, pp. 102-103, 132-140, 229-233	Be A Better Reader IV, Smith pp. 154-169

. 4, Newman, James

fic", p. 2252
lles and Other Riddles", p. 2402

rse", p. 2460

RESOURCES
NOTES & EVALUATIONS

Abbott, E., Flatland

Defoe, Daniel, Robinson Crusoe

Fadiman, Clifton, Fantasia Mathematics

Fadiman, Clifton, Mathematical Magpie

Jacoby, Oswald, Mathematics for Pleasure

Leacock, Stephen, ABC, The Human Element in Mathematics

Mathematics, Life Series

Merrill, Helena A., Mathematical Excursions

Meyer, Jerome S., Fun With Mathematics

Newman, James R., The World of Mathematics

Northrop, Eugene P., Riddles in Mathematics

	ACTIVITIES AND MATERIALS - GRADE 7	
MATHEMATICS SKILLS	Modified	General
a. Comparison of quantities b. Time and space relationships c. Reasonable answers 3. Appreciation a. Origin and history of subject b. Biographies of important people c. Application of area to current problems d. Recognition of rational basis for concepts and processes E. Application by wider reading in the area		
III. Mechanics A. Silent 1. Adjusting rate to purpose 2. Rereading for details B. Oral - to reinforce silent reading C. Listening - for information given orally in demonstrations	Goal: To refine the mechanics taught in COMMON SKILLS and t to technical areas GROUP ORIENTATION: Be A Better Reader I, Smith, p. 58. Read to the students. asked for. Scan for the information. Be A Better Reader II, Smith, p. 72 Advanced Skills in Reading 1, Gainsburg, p. 94-97 (skimmin CULMINATING AND EXTENDING: Class discussion on using these skills in life situations.	
IV. Locating and Using Materials A. Books - for verification B. Library 1. General references	Goal: To refine the general locational skills and extend th areas. GROUP ORIENTATION: Bring in general references to the classroom to start disc	

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched

l: To refine the mechanics taught in COMMON SKILLS and to develop those peculiar to technical areas

JP ORIENTATION:

e A Better Reader I, Smith, p. 58. Read to the students. Students discuss what is sked for. Scan for the information.
e A Better Reader II, Smith, p. 72
dvanced Skills in Reading 1, Gainsburg, p. 94-97 (skimming for numbers)

MINATING AND EXTENDING:

lass discussion on using these skills in life situations.

l: To refine the general locational skills and extend those peculiar to technical areas.

JUP ORIENTATION:

Bring in general references to the classroom to start discussion.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

GROUP ORIENTATION:

How to Study, Preston, p. 72-73
Be A Better Reader III, Smith, p. 40-41. Read to the students. Students discuss wha
is asked for. Scan for the information.
Advanced Skills in Reading 2, Gainsburg, p. 162-163

CULMINATING AND EXTENDING:

See seventh grade.

GROUP ORIENTATION:

Class discussion of available materials

IVITIES AND MATERIALS - GRADE 8		RESOURCES NOTES & EVALUATIONS
General	Enriched	
-73 h, p. 40-41. Read to the students. Students discuss what information. , Gainsburg, p. 162-163		
e materials		

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ACTIVITIES AND MATERIALS - GRADE 7

MATHEMATICS SKILLS | Modified | General

2. Selected materials from periodicals
3. Manuals
4. Occupational books
5. Vocational pamphlets
6. Recreational reading
7. "Do-it-yourself" materials

V. Study Skills - refer to parallel section in COMMON SKILLS.

INDIVIDUALIZED, CULMINATING, AND EXTENDING:

Take the class to the library to browse in these sections.
with the class one resource that caught his attention.

CULMINATING AND EXTENDING FOR ENTIRE AREA OF MATH AND TECHNI

Draw from students the steps of problem-solving.
Suggested sequence for reading and comprehending technical
1. Read the whole selection silently.
2. Visualize the situation.
3. Clarify the vocabulary.
4. Reread to:
   a. determine what is asked.
   b. note relevant material.
   c. relate the facts to the question.
5. Determine the process necessary to solve the problem.
6. Estimate the outcome.
7. Perform the operation.
8. Check the result against the expected outcome.
9. Be certain solution is reasonable.

VIDUALIZED, CULMINATING, AND EXTENDING:

ke the class to the library to browse in these sections. Have each student share
th the class one resource that caught his attention.

INATING AND EXTENDING FOR ENTIRE AREA OF MATH AND TECHNICAL MATERIALS:

aw from students the steps of problem-solving.
ggested sequence for reading and comprehending technical problems:
1. Read the whole selection silently.
2. Visualize the situation.
3. Clarify the vocabulary.
4. Reread to: a. determine what is asked.
   b. note relevant material.
   c. relate the facts to the question.
5. Determine the process necessary to solve the problem.
6. Estimate the outcome.
7. Perform the operation.
8. Check the result against the expected outcome.
9. Be certain solution is reasonable.

INDIVIDUALIZED, CULMINATING, AND EXTENDING:

Ask each student to bring to class one resource that he himself can apply.

TIES AND MATERIALS - GRADE 8

General	Enriched	RESOURCES NOTES & EVALUATIONS

XTENDING:

ss one resource that he himself can apply.

DEVELOPMENTAL
PROGRAM

Grade 9

IMPLEMENTATION OF NINTH GRADE GUIDE

PURPOSE

The ninth grade developmental reading course is designed for two groups of stud it: accelerated students, particularly those who did not participate in the se reading program, and others who can profit from more advanced skills. Both of follow the plan in this guide.

The ninth grade program stresses individual achievement and self-motivation. F Teacher's Guide and Student Record Form were devised. The Reading Inventory, p Teacher's Guide and the Student Record Form, is drawn from the Common Skills Ou basic structure of the junior high developmental reading program. A copy of th is given to each student. On this he is led to analyze his reading performanc each item. From this beginning evaluation, the teacher and student move to fur materials on which the student will practice.

ANALYSIS

In the ninth grade program, it is important that the student develop insights i weaknesses and accept responsibility for his own improvement. On the basis of and other available records, the teacher will administer selected informal test both teacher and student plan the semester's program.

The following procedure is recommended:

1. Study the cumulative folder examining results of tests administered in the Iowa Tests of Basic Skills from the seventh grade; the Differentia eighth grade; and after the first quarter, the Iowa Tests of Educationa ninth grade.
2. Select and administer suitable informal instruments as the basis for in planning.
3. Individual scores are noted on Student Record Form test record (blue fo posttest).

GOAL AND APPROACH

Some general goals have been suggested for the teacher to refine or adjust acco situation. In a particular skill area, students are given an opportunity to de of proficiency. On the basis of this information each student sets his persona is suggested as a possible class procedure.

IMPLEMENTATION OF NINTH GRADE GUIDE

al reading course is designed for two groups of students who usually elect
particularly those who did not participate in the seventh or eighth grade
who can profit from more advanced skills. Both of these groups will
de.

esses individual achievement and self-motivation. For this approach, the
Record Form were devised. The Reading Inventory, printed in both the
dent Record Form, is drawn from the Common Skills Outline which forms the
or high developmental reading program. A copy of the Student Record Form
On this he is led to analyze his reading performance and rate himself on
ning evaluation, the teacher and student move to further testing and choose
ent will practice.

it is important that the student develop insights into his strengths and
nsibility for his own improvement. On the basis of the Student Record Form
, the teacher will administer selected informal testing instruments to help
an the semester's program.

recommended:

e folder examining results of tests administered in the elementary grades;
asic Skills from the seventh grade; the Differential Aptitude Test from the
fter the first quarter, the Iowa Tests of Educational Development from the

er suitable informal instruments as the basis for individualized program

re noted on Student Record Form test record (blue for pretest and red for

n suggested for the teacher to refine or adjust according to each class
skill area, students are given an opportunity to determine their degree
sis of this information each student sets his personal goal. The following
class procedure.

Usually a ten-minute drill or motivational period sets the atmosphere or cha
skill is then presented and tested. Students having analyzed their specific
encouraged to set their own goals and choose their own approaches to the pra

A total group discussion enables students to accept each other's strengths a
each for individualized practice. Groups are established on the basis of the
in each skill area. The membership of a group will vary from skill to skill
which group they want to begin their practice of the skill with the understa
to another group later. Occasionally students may ask to work in pairs or g
working on a specific skill. Students check their own or each other's work a
scores on their record sheets.

or motivational period sets the atmosphere or challenge for the class. A
d tested. Students having analyzed their specific problems and needs are
n goals and choose their own approaches to the practice.

nables students to accept each other's strengths and weaknesses and frees
actice. Groups are established on the basis of the students' proficiency
embership of a group will vary from skill to skill. Students decide in
egin their practice of the skill with the understanding that they may change
ccasionally students may ask to work in pairs or groups of three when
ll. Students check their own or each other's work and record their own
eets.

FORMAT OF THE GUIDE

The ninth grade moves toward a more individualized program. To provide for this
Guide and a Student Record Form have been designed. On this page the purposes o
Teacher's Guide are clarified.

(Left hand page)

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS

The Reading Inventory (column 2), repeated here from the Student Record Form, is
Skills Outline (column 1). The student records on his own copy his estimate of
ficiency at the beginning and at the close of the semester. (See Student Record

(Right hand page)

MATERIALS		TEACHE
GENERAL (through ninth grade)	HIGHER LEVEL (tenth grade through college)	
The materials listed in this column are available for student use. Student records material he uses on his record form.		This c tions terial resour listed highl

It is assumed that teachers will make additions to the columns as materials becom

FORMAT OF THE GUIDE

a more individualized program. To provide for this approach, this Teacher's
orm have been designed. On this page the purposes of the columns in the
d.

READING INVENTORY GOALS AVAILABLE TESTS

n 2), repeated here from the Student Record Form, is based on the Common
The student records on his own copy his estimate of the level of his pro-
d at the close of the semester. (See Student Record Form.)

TEACHER'S NOTES AND RESOURCES

) HIGHER LEVEL (tenth grade through college)

column are available for student use.
uses on his record form.

This column contains suggestions for using student materials and professional resources. Some materials listed here may be used by highly accelerated students.

will make additions to the columns as materials become available.

PROGRAM CONTENT
and
RESOURCE MATERIALS

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS	
I. Vocabulary A. Word attack 1. Basic sight vocabulary 2. Context clues 3. Phonetic clues 4. Structural clues 5. Dictionary helps B. Word meaning 1. Basic meaning vocabulary 2. Context clues 3. Structural clues 4. Dictionary and etymology, multiple meanings, shades of meanings, and connotations	1. I rate my present vocabulary. 2. I know the meaning of words I can pronounce. 3. I pronounce easily the words that are in my textbooks. 4. I skip words I don't know. 5. I try to use new words I have learned. 6. I try to figure out the meanings of new words from the words around them. 7. I look up new words in the dictionary.	Each student, as he approaches the adult level of vocabulary building, must learn to develop his own methods for enlarging his word stockpile.	Bas Hig Sur 175 Rea Edi iss Bas Hig Sur Dia Sec an Par Roc Sk Sup
II. Basic Thought Relationships: Comprehension A. Organization of the written material 1. Main idea 2. Related details 3. Topic sentence 4. Key words 5. Main topics and subtopics 6. Introductory paragraphs 7. Summary paragraphs B. Organization of the ideas 1. Within a sentence 2. Within a paragraph	1. I see how printed material is organized. 2. I can find main ideas and details. 3. I can locate topic sentences. 4. I look for key words as I read. 5. I see paragraphs as a unit of thought. 6. I can tell the difference between an introductory and a summary paragraph. 7. I prefer short sentences to longer ones.	The maturing student not only reads the words and sees the implications, but accepts or rejects the ideas.	Dia Su an Tr Ba Hi Su

READING INVENTORY	GOALS	AVAILABLE TESTS
1. I rate my present vocabulary. 2. I know the meaning of words I can pronounce. 3. I pronounce easily the words that are in my textbooks. 4. I skip words I don't know. 5. I try to use new words I have learned. 6. I try to figure out the meanings of new words from the words around them. 7. I look up new words in the dictionary.	Each student, as he approaches the adult level of vocabulary building, must learn to develop his own methods for enlarging his word stockpile.	Basic Reading Skills for High School Use, Monroe, Survey Test II, pp. 174-175 Reader's Digest Educational Edition (October and May issues each year) Basic Reading Skills for High School Use, Monroe, Survey Test I, p. 172 Diagnostic Reading Test Section Seven, Forms C and D, Triggs et al, Part 2 Rochester Word Attack Skills Inventory (See Supplement)
1. I see how printed material is organized. 2. I can find main ideas and details. 3. I can locate topic sentences. 4. I look for key words as I read. 5. I see paragraphs as a unit of thought. 6. I can tell the difference between an introductory and a summary paragraph. 7. I prefer short sentences to longer ones.	The maturing student not only reads the words and sees the implications, but accepts or rejects the ideas.	Diagnostic Reading Tests: Survey Section, Forms C and D, Parts 1 and 3, Triggs et al Basic Reading Skills for High School Use, Monroe, Survey Test I, p. 173

MATERIALS

GENERAL (through ninth grade)

Basic Reading Skills for High School Use, Monroe, pp. 17-25, 40-49, 50-60, 70-76, 84-92, 104-114, 125-129, 147-154
Advanced Skills in Reading 3, Gainsburg, pp. 81-98, 99-124
Developing Your Vocabulary, Witty
Reader's Digest Educational Edition, "It Pays to Increase Your Word Power", "Improve Your Word Power" (analogies and context)
Increasing Reading Efficiency, Miller, Section I "Word Recognition", Section II "Word Meaning"
The Art of Efficient Reading, Spache, Chapter X, "Affixes and Roots", Chapter XI, "Dictionary Use"
Designs for Good Reading I, Schumacher, "Building Vocabulary" sections (including science, social science, literature, fine arts, general sections) pp. 107-111

HIGHER LEVEL (tenth grade through college)

Be A Better Reader Book V, Smith, Chapter 7
Be A Better Reader Book VI, Smith, Chapter 7

Basic Reading Skills for High School Use, Monroe, pp. 7-16, 61-69, 130-137
Increasing Reading Efficiency, Miller, Section III "Phrase Meaning", Section IV "Sentence Meaning", Section V "Idea Reading", Section VI "Explorations"
Reading for Meaning Books 9, 10, 11, 12, Guiler

Basic Reading Skills for High School Use, Monroe, pp. 26-39, 93-103

	MATERIALS	TEACHER'S NOTES AND RESOURCES
)	HIGHER LEVEL (tenth grade through college)	
n 5, ,	Be A Better Reader Book V, Smith, Chapter 7 Be A Better Reader Book VI, Smith, Chapter 7	Leedy, Reading Improvement for Adults Smith and Dechant, Psychology in Teaching Reading (overall resource)
	dition, "It Pays to Increase Your Word Power", nalogies and context) y, Miller, Section I "Word Recognition", , Spache, Chapter X, "Affixes and Roots", chumacher, "Building Vocabulary" sections (including erature, fine arts, general sections) pp. 107-111	Smith, Faster Reading Made Easy Smith, Read Faster Spache, The Art of Efficient Reading, Chapter IX
n .		Spache, The Art of Efficient Reading, Chapter I
	y, Miller, Section III "Phrase Meaning", Section IV V "Idea Reading", Section VI "Explorations" 10, 11, 12, Guiler	
n 9,		

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS	
3. Within the selection or chapter a. Sequence b. Comparison-contrast c. Cause-effect d. Classification C. Establishing a purpose for reading and adjusting rate D. Reaction to material read 1. Interpretation a. Using previous learnings to understand new material b. Following directions 2. Evaluation (critical reading) a. Conclusions b. Inferences c. Reliability of the source d. Judging authority of the author e. Separating relevant from irrelevant f. Finding proof in the materials 3. Appreciation a. Author's style (sarcasm, exaggeration, allusion, assumption) b. Author's organization	8. I prefer fact to descriptive material. 9. I can state the thought of a paragraph in one sentence. 10. I can see in my mind what I'm reading. 11. I can follow directions. 12. I can see the order of events and/or the steps of a process. 13. I enjoy reading. 14. I prefer fiction to biography. 15. I try to figure out what the author means. 16. I wonder as I read. 17. I look for meaning between the lines. 18. In a news report, I can see the causes of a problem. 19. I can judge the reliability of a news article. 20. I watch for the misuse of statistics.		Reade Editi issue Basi High Surv

READING INVENTORY	GOALS	AVAILABLE TESTS
I prefer fact to descriptive material. I can state the thought of a paragraph in one sentence. I can see in my mind what I'm reading. I can follow directions.		Reader's Digest Educational Edition (September and June issues each year)
I can see the order of events and/or the steps of a process. I enjoy reading. I prefer fiction to biography. I try to figure out what the author means. I wonder as I read. I look for meaning between the lines. In a news report, I can see the causes of a problem. I can judge the reliability of a news article. I watch for the misuse of statistics.		Basic Reading Skills for High School Use, Monroe, Survey Test III, p. 176

MATERIALS

GENERAL:	HIGHER LEVEL:
Reader's Digest Educational Edition	
Advanced Skills in Reading 3, Gainsburg, pp. 125-158, 220-221	
Designs for Good Reading I, Shumacher, Section I, pp. 150-156	
Basic Reading Skills for High School Use, Monroe, pp. 77-83, 115-124	
Reading for Meaning Book 9, Guiler, all units "Drawing Conclusions" sections	
Advanced Skills in Reading 3, Gainsburg, pp. 221-228, 309-310	
Advanced Skills in Reading 3, Gainsburg, pp. 229-244	
Designs for Good Reading I, Shumacher, pp. 93-106	
Basic Reading Skills for High School Use, Monroe, pp. 138-146	Time Magazine, unit evaluating book and movie reviews

MATERIALS		TEACHER'S NOTES AND RESOURCES
	HIGHER LEVEL:	
Edition		Smith, Faster Reading Made Easy
3, Gainsburg, pp. 125-158, 220-221		
, Shumacher, Section I, pp. 150-156		Spache, The Art of Efficient Reading, Chapters II, VII, VIII
igh School Use, Monroe, pp. 77-83, 115-124		
, Guiler, all units "Drawing Conclusions" sections		Spache, The Art of Efficient Reading, Chapters V, VI
3, Gainsburg, pp. 221-228, 309-310		
3, Gainsburg, pp. 229-244		
, Shumacher, pp. 93-106		
igh 8-146	Time Magazine, unit evaluating book and movie reviews	

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COMMON SKILLS OUTLINE	READING INVENTORY	GOALS
III. Mechanics A. Silent reading 1. Eliminating lip movements, whispering, and sub-vocalization 2. Increasing eye span 3. Decreasing fixation time 4. Decreasing regressions 5. Developing ability to read in phrase or thought units 6. Adjusting rate to purpose a. Skimming for ideas b. Scanning for specific facts c. Studying d. Evaluating e. Rereading	1. I have habits which interfere with my reading. 2. I whisper words to myself when I am reading. 3. I can read a long while without feeling tired. 4. I reread a great deal. 5. I have difficulty keeping my place when I read. 6. I hold my book 15 to 20 inches from my eyes. 7. I read groups of words at one glance. 8. I try to see a larger group of words at a glance. 9. I read math problems and stories at the same speed. 10. I slow down on more difficult material. 11. I set a purpose for reading. 12. I skim several magazines regularly. 13. I can find a telephone number easily.	A student, through improving his mechanics, will be able to develop these versatile habits which an efficient reader uses.
B. Oral reading 1. Enunciation 2. Use of punctuation 3. Tone, pitch, volume, and rate 4. Overall interpretation of meaning	14. I observe punctuation marks when I read orally. 15. I pronounce words distinctly when reading aloud. 16. People can hear me when I read. 17. My voice is interesting to listen to.	

READING INVENTORY	GOALS	AVAILABLE TESTS
1. I have habits which interfere with my reading. 2. I whisper words to myself when I am reading. 3. I can read a long while without feeling tired. 4. I reread a great deal. 5. I have difficulty keeping my place when I read. 6. I hold my book 15 to 20 inches from my eyes. 7. I read groups of words at one glance. 8. I try to see a larger group of words at a glance. 9. I read math problems and stories at the same speed. 10. I slow down on more difficult material. 11. I set a purpose for reading. 12. I skim several magazines regularly. 13. I can find a telephone number easily.	A student, through improving his mechanics, will be able to develop these versatile habits which an efficient reader uses.	Informal testing: teacher observes students' reading habits. Student reads sections of textbooks in different subjects for one minute and counts words he read. Teacher administers silent subjective inventories.
14. I observe punctuation marks when I read orally. 15. I pronounce words distinctly when reading aloud. 16. People can hear me when I read. 17. My voice is interesting to listen to.		Standard Test Lessons in Reading Book E, McCall-Crabbs, pretest p. 60, posttest p. 67. Teacher administers oral subjective inventories.

MATERIALS

GENERAL:	HIGHER LEVEL:
Reader's Digest Educational Edition (timed readings)	
Increasing Reading Efficiency, Miller, Sections I, II	
Increasing Reading Efficiency, Miller, Sections V, VI, VII	
Reader's Digest Educational Edition (jokes) Play Magazine, (October '65, January '66) Standard Test Lessons in Reading Books D and E, McCall-Crabbs	

MATERIALS	TEACHER'S NOTES AND RESOURCES
HIGHER LEVEL:	
ational Edition (timed readings)	
fficiency, Miller, Sections I, II	
fficiency, Miller, Sections V, VI, VII	
cational Edition (jokes)	"Read Through, Walk Through" on a stage if possible
tober '65, January '66)	
ns in Reading Books D and E, McCall-Crabbs	Select lessons not below grade level.

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS	A
C. Listening 1. Qualities of a good listener a. Attention b. Courtesy c. Thoughtfulness d. Preparation e. Patience	18. I listen.		SRA La Manual
2. Main types of listening. a. Purposeful (1) Obtaining information on topic of interest (2) Getting an answer to a question (3) Forming an opinion on a topic (4) Following directions for doing something or going somewhere	19. I set a purpose for listening.		
b. Critical (1) Evaluating authority of speaker (2) Recognizing fact, opinion, or both (3) Agreeing or disagreeing with reason	20. I believe what I hear.		Teach speech for di
c. Appreciative (1) Realizing values in what the speaker or play says (2) Sensing the beauty of presentation	21. I appreciate good speaking and acting.		

DING INVENTORY	GOALS	AVAILABLE TESTS
isten.		SRA Lab IIIb Teacher's Manual, Listening section
et a purpose for stening.		
believe what I hear.		Teacher uses recordings of speeches, poetry, or plays for discussion.
appreciate good eaking and acting.		

MATERIALS

GENERAL:	HIGHER LEVEL:
Reader's Digest Educational Edition	
Transparency prepared from Be A Better Reader	
Be A Better Reader Book V, Smith, pp. 77-80 Be A Better Reader Book VI, Smith, pp. 99-106	

MATERIALS	TEACHER'S NOTES AND RESOURCES
HIGHER LEVEL:	
ition	Refer to seventh and eighth grade sections. Students select sections to read to the class for different purposes.
A Better Reader th, pp. 77-80 ith, pp. 99-106	Teacher and/or students tape record types of propaganda based on these pages for whole class discussions.

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS	
IV. Locating and Using Materials			
A. In books 1. Title page 2. Copyright page 3. Preface 4. Table of contents 5. Contents (body) a. Text b. Aids (1) graphic (2) footnotes 6. Other parts a. Appendix b. Glossary c. Bibliography d. Index e. Others	1. I know and use the parts of a book.	A well-informed individual sees the resources of the library as a gold mine of information	Infc part use.
B. In pamphlets and periodicals	2. I use the Reader's Guide to Periodical Literature.		
C. In general references 1. Encyclopedias 2. Atlases 3. Almanacs 4. Dictionaries 5. Biographical sources 6. Books of quotations			Infc refe
D. In libraries 1. Organization a. Card catalog b. Periodical guide c. Pamphlet file 2. Rules	3. I can find information in the library.		Info orga

READING INVENTORY	GOALS	AVAILABLE TESTS
I know and use the parts of a book.	A well-informed individual sees the resources of the library as a gold mine of information	Informal discussion of parts of books and their use.
I use the *Reader's Guide to Periodical Literature*.		Informal discussion of reference books
I can find information in the library.		Informal discussion of organization of library

MATERIALS

GENERAL:

HIGHER LEVEL:

Advanced Skills in Reading 3, Gainsburg, pp. 159-180

Basic Reading Skills for High School Use, Monroe, pp. 164-171

Advanced Skills in Reading 3, Gainsburg, pp. 180-184

MATERIALS	TEACHER'S NOTES AND RESOURCES
HIGHER LEVEL:	
ng 3, Gainsburg, pp. 159-180	
	Spache, The Art of Efficient Reading, Chapter XVII
High 64-171	
ng 3, Gainsburg, pp. 180-184	
	If possible orient class to the city library.

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS
V. Study Skills		The student, as director of his own study processes, must learn to locate and organize information and plan for its retention.
A. Motives	1. I want to learn how to earn better grades.	
1. Self improvement		
2. Enjoyment of work	2. I enjoy my school work.	
3. More free time	3. I have time for the things I want to do.	
4. Better grades		
B. Budgeting day	4. I keep up-to-date in my assignments.	
C. Physical setting		
1. Suitable place	5. I choose suitable places to read and study.	
a. Light		
b. Freedom from distraction	6. I read a newspaper daily.	
	7. I read in many subjects.	
2. Definite time	8. I use the library.	
3. Materials collected for assignments	9. I can keep my mind on what I'm reading.	
D. Set purposes		
E. Using information		
1. Note taking	10. I take notes in class.	
a. Clues to main facts or ideas	11. My notes make sense later.	
b. Marginal notes or underlining in own book		
c. Briefing in outline form		
d. Editing for future use		
e. Reading to answer questions (specific purpose)		
2. Outlining	12. When I pick up a piece of material, I look for items that will help me.	
a. Reviewing ideas - SQ3R		
b. Main and subordinate ideas	13. I read a book's preface and table of contents.	
c. Form of outlining - sentence or topic	14. I ask myself questions as I read.	
3. Summarizing		
4. Reporting		

G INVENTORY	GOALS	AVAILABLE TESTS
to learn how to tter grades. my school work. time for the I want to do. up-to-date in my ments. se suitable places d and study. a newspaper daily. in many subjects. he library. eep my mind on 'm reading.	The student, as director of his own study processes, must learn to locate and organize information and plan for its retention.	Use inventory in study books. How to Study, Preston and Botel How to Be A Better Student, Wrightstone
notes in class. es make sense		SRA Lab IIIb, Teacher's Manual, Note taking section
pick up a piece terial, I look for that will help me. d a book's preface able of contents. myself questions read.		

MATERIALS

GENERAL:	HIGHER LEVEL:
Increasing Reading Efficiency, Miller, pp. 5-20	
Reading for Meaning, Guiler, Books 9, 10, 11, 12	
Advanced Skills in Reading 3, Gainsburg, pp. 6-8, 245-268, 318-319	
Basic Reading Skills for High School Use, Monroe, pp. 155-163	

MATERIALS	TEACHER'S NOTES AND RESOURCES
HIGHER LEVEL:	
iency, Miller, pp. 5-20	Miller, Increasing Reading Efficiency, Section VII, pp. 1, 2
ller, Books 9, 10, 11, 12	
ing 3, Gainsburg, pp. 6-8, 245-268, 318-319	
r High 155-163	Spache, The Art of Efficient Reading, Chapters III and IV

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS
5. Remembering - recalling a. Taking an interest in topic b. Understanding subject matter c. Recalling by wholes d. Using several senses e. Distributing study time 6. Writing examinations a. Preparation b. Kinds of tests (1) Essay (2) Objective c. Procedure at test period (1) Reading all items first (2) Underlining important words in directions (3) Budgeting time (4) Rereading answers	15. I remember what I read. 16. When I'm reading a textbook I stop to summarize what I have read. 17. I relate what I'm reading to what I already know. 18. I find references and jokes that show me the need for a better background. 19. I enjoy examinations. 20. I don't have to study the night before a test. 21. I ask myself how the teacher will test this material.	

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E	READING INVENTORY	GOALS	AVAILABLE TESTS
st b- les nses dy ns t tems m- in e wers	15. I remember what I read. 16. When I'm reading a textbook I stop to summarize what I have read. 17. I relate what I'm reading to what I already know. 18. I find references and jokes that show me the need for a better background. 19. I enjoy examinations. 20. I don't have to study the night before a test. 21. I ask myself how the teacher will test this material.		Informal: Choose paragraph for students to read and summarize. Compare.

MATERIALS

GENERAL:	HIGHER LEVEL:
Increasing Reading Efficiency, Miller, Section VII "Study Reading"	

MATERIALS	TEACHER'S NOTES AND RESOURCES
HIGHER LEVEL:	
iciency, Miller, Section VII "Study Reading"	

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COMMON SKILLS OUTLINE	READING INVENTORY	GOALS
CONTENT AREAS SKILLS		In each area readiness for reading the assignment must be developed. The following are suggested items to be included:
I. Social Studies	1. I can read my social studies book easily.	Abstract vocabulary, concepts, maps, charts, graphs, tables
II. Science	2. Science is easy for me to understand.	Technical vocabulary, specialized vocabulary, sequence, concepts
III. Literature	3. I enjoy the stories in my literature book.	Figurative language
IV. Mathematics	4. I get good grades in mathematics.	Vocabulary, symbols, highly critical reading

READING INVENTORY	GOALS	AVAILABLE TESTS
	In each area readiness for reading the assignment must be developed. The following are suggested items to be included:	Informal: As each content area is discussed, use textbook and discuss organization and material. Periodically ask each student where he is having problems in the content areas.
1. I can read my social studies book easily.	Abstract vocabulary, concepts, maps, charts, graphs, tables	
2. Science is easy for me to understand.	Technical vocabulary, specialized vocabulary, sequence, concepts	
3. I enjoy the stories in my literature book.	Figurative language	
4. I get good grades in mathematics.	Vocabulary, symbols, highly critical reading	

MATERIALS

GENERAL:

HIGHER LEVEL:

Be A Better Reader Book V, Smith, Chapter 8

Be A Better Reader Book VI, Smith, Chapter 8

Be A Better Reader Book V, Smith, Chapter 9

Be A Better Reader Book VI, Smith, Chapter 10

Be A Better Reader Book V, Smith, Chapter 10

Be A Better Reader Book VI, Smith, Chapter 9

Be A Better Reader Book V, Smith, Chapter 11

Be A Better Reader Book VI, Smith, Chapter 11

MATERIALS	TEACHER'S NOTES AND RESOURCES
HIGHER LEVEL:	
Be A Better Reader Book V, Smith, Chapter 8	Spache, _The Art of Efficient Reading_, Chapter XIII
Be A Better Reader Book VI, Smith, Chapter 8	Spache, _The Art of Efficient Reading_, Chapter XIV
Be A Better Reader Book V, Smith, Chapter 9	Spache, _The Art of Efficient Reading_, Chapter XV
Be A Better Reader Book VI, Smith, Chapter 10	Spache, _The Art of Efficient Reading_, Chapter XVI
Be A Better Reader Book V, Smith, Chapter 10	
Be A Better Reader Book VI, Smith, Chapter 9	
Be A Better Reader Book V, Smith, Chapter 11	
Be A Better Reader Book VI, Smith, Chapter 11	

STUDENT RECORD FORM

NINTH GRADE STUDENT RECORD FORM

NAME ______________________

READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHI
	(Student checks appropriate column, pretest in blue, posttest in red.)			(Student select areas in which h work and states hopes to accomp
VOCABULARY	Poor	Average	Good	
1. I rate my present vocabulary				
	Seldom	Usually	Always	
2. I know the meaning of words I can pronounce.				
3. I can pronounce easily the words that are in my textbooks.				
4. I skip words I don't know.				
5. I try to use new words I have learned. . . .				
6. I try to figure out the meanings of new words from the words around them.				
7. I look up new words in the dictionary. . . .				
BASIC THOUGHT RELATIONSHIPS: COMPREHENSION				
1. I see how printed material is organized. . .				
2. I can find main ideas and details.				

NAME ______________________________

	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
	(Student checks appropriate column, pretest in blue, posttest in red.)			(Student selects the areas in which he needs work and states what he hopes to accomplish.)	(Student records name, form, and date of each test completed.)
	Poor	Average	Good		
. . . .					
	Seldom	Usually	Always		
I can					
ords that are					
. . . .					
e learned. . . .					
ings of new them.					
ictionary. . . .					
COMPREHENSION					
is organized. . .					
etails.					

DATE ____________________ JUNIOR HIGH SCHOOL ____________________ SEN
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TEST RECORD	PRACTICE MATERIALS USED	TIME PRACTICE
(The center line represents the 50th percentile, or ninth grade level. Student records his test results in the appropriate column.) 50 %ile	(Student records the names of the materials used and the number of lessons or pages completed in each.)	(Student records the number of class perio or total ti spent on a particular area.)

R HIGH SCHOOL ______________________ SENIOR HIGH SCHOOL ______________________
(This record can be sent to the senior high school developmental reading teacher.)

PRACTICE MATERIALS USED	TIME PRACTICED	EVALUATION AND EXTENSION
tudent records the names of materials used and the ber of lessons or pages pleted in each.)	(Student records the number of class periods or total time spent on a particular area.)	(Student lists likes, dislikes, value of material used, strengths, weaknesses, and intended follow-up.)

READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHIEVEM
	Seldom	Usually	Always	
3. I look for key words as I read.				
4. I can locate topic sentences.				
5. I see paragraphs as a unit of thought.				
6. I can tell the difference between an introductory paragraph and a summary paragraph.				
7. I prefer short sentences to longer ones.				
8. I prefer fact to descriptive material.				
9. I can state the thought of the paragraph in one sentence.				
10. I can see in my mind what I'm reading.				
11. I can follow directions.				
12. I can see the order of events and/or the steps of a process.				
13. I enjoy reading.				
14. I prefer fiction to biography.				
15. I try to figure out what the author means.				
16. I wonder as I read.				
17. I look for meaning between the lines.				
18. In a news report, I can see the causes of a problem.				
19. I can judge the reliability of a news article.				

	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
	Seldom	Usually	Always		
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EST RECORD	PRACTICE MATERIALS USED	TIME PRACTICED	EVALUATION AND EXTENSION
50 %ile			

READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHIEVEMEN
	Sel-dom	Usu-ally	Al-ways	
20. I watch for the misuse of statistics. . . .				
MECHANICS				
1. I have habits which interfere with my reading				
2. I whisper words to myself when I am reading				
3. I can read a long while without feeling tired				
4. I reread a great deal				
5. I have difficulty keeping my place when I read.				
6. I hold my book 15 to 20 inches from my eyes.				
7. I read groups of words at one glance. . . .				
8. I try to see a larger group of words at a glance.				
9. I read math problems and stories at the same speed.				
10. I slow down on more difficult material. . .				
11. I set a purpose for reading				
12. I skim several magazines regularly.				
13. I can find a telephone number easily. . . .				

SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
Seldom	Usually	Always		

TEST RECORD	PRACTICE MATERIALS USED	TIME PRACTICED	EVALUATION AND EXTENSION
50 %ile			

READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHI
	Seldom	Usually	Always	
14. I observe punctuation marks when I read orally.				
15. I pronounce words distinctly when reading aloud				
16. People can hear me when I read.				
17. My voice is interesting to listen to.				
18. I listen.				
19. I set a purpose for listening				
20. I believe what I hear				
21. I appreciate good speaking and acting				
LOCATING AND USING MATERIALS				
1. I know and use the parts of a book.				
2. I use the Reader's Guide to Periodical Literature.				
3. I can find information in the library				
STUDY SKILLS				
1. I want to learn how to earn better grades				
2. I keep up to date in my assignments				
3. I enjoy my school work.				
4. I have time for the things I want to do				

	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
	Sel-dom	Usu-ally	Al-ways		
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. . . .					
acting					
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etter grades . .					
nments					
. . . .					
want to do . . .					

TEST RECORD	PRACTICE MATERIALS USED	TIME PRACTICED	EVALUATION AND EXTENSION
50 %ile			

READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT
	Seldom	Usually	Always	
5. I choose suitable places to read and study.				
6. I read a newspaper daily.				
7. I read in many subjects.				
8. I use the library.				
9. I can keep my mind on what I'm reading. . .				
10. I take notes in class.				
11. My notes make sense later.				
12. When I pick up a piece of material, I look for items that will help me to read it faster.				
13. I read a book's preface and table of contents.				
14. I ask myself questions as I read.				
15. I remember what I read.				
16. When I'm reading a textbook, I stop periodically to summarize what I have read. .				
17. I relate what I'm reading to what I already know.				
18. I find references and jokes that show me the need for a better background.				
19. I enjoy examinations.				
20. I don't have to study the night before a test.				

I	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
	Seldom	Usually	Always		
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TEST RECORD	PRACTICE MATERIALS USED	TIME PRACTICED	EVALUATION AND EXTENSION
50 %ile			

READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT
	Seldom	Usually	Always	
21. I ask myself how the teacher will test this material.				
CONTENT AREAS				
1. I can read my social studies book easily.				
2. Science is easy for me to read and understand.				
3. I enjoy the stories in my literature book.				
4. I get good grades in mathematics.				

	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
	Seldom	Usually	Always		
r will test					
s book easily.					
ead and					
iterature book.					
atics.					

EST RECORD	PRACTICE MATERIALS USED	TIME PRACTICED	EVALUATION AND EXTENSION
50 %ile			

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